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ABSTRACT

Entrepreneurship education and training for the existing, potential, and future entrepreneur has become increasingly in demand during the past decade. This publication is designed to assist the entrepreneurial leadership in vocational education and other constituencies interested in entrepreneurial training and/or education to form synergistic networking teams to attack the problem. The report is organized in five chapters. The first chapter discusses the need for entrepreneurship and the five stages of entrepreneurship as a lifelong process. In Chapter II, opportunities for entrepreneurship are highlighted, with projections made for the 1980s and 1990s. The issue of leadership development is also discussed. Chapter III presents an agenda for action that describes entrepreneurship education activities being conducted by Federal agencies, states, national organizations, Oklahoma State University, and the National Center for Research in Vocational Education. Benefits to be gained and challenges for the future are also described in the chapter. The fourth chapter details the action plans being implemented in the nine lead states of Colorado, Florida, Maryland, Massachusetts, Missouri, New York, Ohio, Oregon, and Texas. Fourteen recommendations that can be used to help vocational education leaders make an impact on the development of entrepreneurship are discussed in chapter V. Appendixes to the report include the U.S. Department of Education policy statement on entrepreneurship education, White House Statements by the President, and definitions of terms. References are provided. (KC)

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A NATIONAL ENTREPRENEURSHIP EDUCATION AGENDA FOR ACTION

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FOREWORD

Requests for entrepreneurship education and training for the existing, potential, and future entrepreneur have been made with increasing frequency over the past decade. Small business owners, Federal leadership, State/local public and private agencies are all seeking strategies to address this concern. This publication, *A National Entrepreneurship Education Agenda for Action*, is designed to assist the entrepreneurial leadership in vocational education and other constituencies interested in entrepreneurial training and/or education to form synergistic networking teams to attack the problem.

Producing a report of this type required the assistance and participation of many key individuals within the entrepreneurial and vocational community. A special note of thanks is extended to the National leaders from the entrepreneurial sector for their participation at the National Entrepreneurship Forum. Gratitude is also extended to the Entrepreneurship Education Task Force from the U.S. Department of Education, Office of Vocational and Adult Education, for their continued support during the life of the project. Cooperation from the Oklahoma State University, College of Education, School of Occupational and Adult Education project staff; Melvin Miller, Entrepreneurship Executive Director; and Benjamin Rivera, Entrepreneurship Project Director, was very much appreciated. Special recognition is extended to the nine State directors of vocational education and the selected state liaison persons for their tremendous contribution to the project. The success of the entrepreneurship project was possible because of the participation from these States. These individuals are as follows:

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Oregon	Monty Multanen, state director Sydney Thompson, liaison
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Robert E. Taylor
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The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

An exciting and challenging role for vocational education is emerging in the final decades of the 20th century, as more and more Americans are deciding that only through ventures of their own can they achieve the kind and the quality of life they envision for themselves and their families. It is no longer news that small and new businesses provided most of the 20 million new jobs generated between 1970 and 1980, a trend that has persisted throughout the eighties despite the recent recession period. Small businesses have been a major source of jobs for a wide cross section of workers: the young, the old, part-time workers, and the cyclically unemployed. As the American economy goes through structural changes, small firms are exhibiting the imagination and flexibility needed to adapt to these changes, and are providing jobs for many workers who are finding themselves displaced. Likewise, vocational education during the 1980s is being called upon to play a leadership role in the promotion of entrepreneurship education as a viable economic developmenmt strategy.

Because the Government in the most recent decades has tended to view Americans as employees and consumers, rather than as entrepreneurs and producers, the climate for small independent ventures has deteriorated. The owners of America's small businesses are learning that they must participate more in formulation of Government policies and make their views known not only to benefit small business but to benefit the Nation as a whole. In January 1980, 1,682 delegates attended the 4-day White House Conference on Small Business. As a result of the conference, small business owners in a collective voice have demanded that a systematic National program of education be developed to encourage entrepreneurship education. This program should entail initial education, continuing management assistance, and some means to update specific skills. The small business delegation further called for the development of curricula on the American economy in primary, secondary, and postsecondary schools to familiarize young Americans with basic economic, business, and entrepreneurial principles. The delegation also recommended that a small business educational task force for entrepreneurial education and training be appointed by the President. This recommendation envisions a partnership among Government, educational institutions, and business to launch a National program.

Although a variety of organizations have developed programs to prepare people for new venture creation, there have been limited opportunities to build networks to deliver education and training appropriate for the different types of entrepreneurs. What is needed is a realistic, coordinated State plan that would bring together the state-funded programs that affect entrepreneurial education to one degree or another. The result would be coordination among agencies that now frequently work at cross purposes, and greater efficiency in the expenditure of State funds. A State plan could provide the framework under which a range of State agencies—small business administration, chamber of commerce, employment and training, Government, economic council, education—could work together toward economic development goals that they could not achieve alone.

To promote and support collaborative efforts among diverse entrepreneurial sectors, several Federal initiatives have been sponsored, both from the current Administration and many Federal agencies. This shift in policy is in its infancy, but it has tremendous implications for vocational education and the promotion of entrepreneurship education. This publication has been developed to report the state of the art for entrepreneurship education in the eighties and projections for the nineties. The content is organized so that the novice entrepreneurial leadership in vocational education and the entrepreneurial community at large can become familiar with the call of the Nation for entrepreneurship education.

A second purpose of this document is to present the specific vocational programs that have been implemented to respond to the National mandate and to project a futuristic approach to guide the effort. The broad-base information presented, along with specific strategies, are by no means comprehensive and should not be interpreted as limiting. The Technical Education Research Center's (TERC) collaborative model that was developed to guide cooperative, networking arrangements in the community that served the handicapped and special needs clientele, formed the basis for the collaborative strategies reported herein. The TERC model however was only used as a springboard to generate the framework for the various State planning meetings. Therefore, this information is being presented in the same stance. When working together to improve cooperation among the key leaders in a community, their plans for action should only be limited to their personal innovative abilities to create remedies for their problems.

Entrepreneurship education is a viable economic development strategy. As such, it is important to identify the process of acquiring necessary competencies and skills in a variety of educational settings. The Oklahoma State University entrepreneurship project and the National Center project worked cooperatively to develop individual models that explain the lifelong learning process and that compliment each other. The National Center model for lifelong learning is as follows:

Stage 1 - Economic literacy/basic skills/career awareness

Stage 2 - Entrepreneurship interest and awareness

Stage 3 - Technical and business skill development

Stage 4 - Entrepreneurship venture development

Stage 5 - Long-term expansion/redirection

The model is designed to illustrate that entrepreneurship is developed over an extended period of an entrepreneur's life, and does not take place in any one setting or at one specific time. The model defines the difference one would expect to see in varied types of entrepreneurial programs. It also indicates the importance of defining a number of important needs and learning processes before infusing entrepreneurship into any educational program.

An Agenda for Action has been designed by carefully extending the analytic model and learning stages into a realm of action that (1) pursues a clearly defined goal, (2) follows a set of comprehensive objectives, and (3) seeks valid results. The purpose of this Agenda for Action is to provide a general foundation from which State and local vocational education planners can develop individualized entrepreneurship education action plans. Using this agenda as a program planning model, State and local planners can develop individual systems of well-integrated actions in support of entrepreneurship education. In addition, the Agenda for Action provides a useful perspective on the development of synergistic networks as program planning tools and strategies. The agenda focuses on the ABCs of entrepreneurship—*Activities* in progress, *Benefits* for the users, and *Challenges* for the future.

During 1983-84 nine lead states participated in the development of the ABC model through the establishment of state entrepreneurship education task forces. Task force meetings were organized as a result of the commitment of the state vocational directors in Colorado, Florida, Maryland, Massachusetts, Missouri, New York, Ohio, Oregon, and Texas.

As a result of the initial task force meetings in each State, a specific plan of action was developed based on the activities already in place and the commitment of those chosen State leaders. Once the first meeting was completed, the National Center's role as change agent was transferred to State liaison representatives who were appointed by the State directors of vocational education.

The nine participating States all adopted specific program foci on which they intended to concentrate. Some of these focus areas were—

- developing curriculum for entrepreneurship instructional programs,
- planning for teacher preparation,
- promoting the selected entrepreneurship programs via media and other networks, and
- educating the general public about economic principles and how the small business sector fits into the scheme of the American economy.

The strategies selected to implement these programs include—

- conducting regional workshops within the States to continue the Oklahoma project workshop model;
- requesting the State board of education to develop policy that encourages local educational agencies to assign resources to the entrepreneurship effort;
- implementing pilot projects;
- developing summer workshops for teachers inservice training;
- designing special materials for counselor use;
- incorporating the identified strategies into a 5-year plan, and
- establishing 8 regional task force groups to launch the State program.

Fourteen recommendations that can be used to help vocational education leaders make an impact on the development of entrepreneurship, are discussed in chapter 5. The areas open to receive the greatest impact are leadership development, service delivery, developing and enhancing entrepreneur skills, curriculum, workshops, resources, and teacher training. These recommendations are as follows:

- Recommendation 1: Incorporate entrepreneurship education into all levels of vocational and technical education.
- Recommendation 2: Develop innovative delivery systems to provide a building process for entrepreneurship education.

- Recommendation 3: Present entrepreneurship education as a career option for vocational education students at the secondary level.

- Recommendation 4: Develop programs that offer long-term education as well as short-term training for current and future entrepreneurs.

- Recommendation 5: Provide services to entrepreneurs through established adult education networks.

- Recommendation 6: Redesign business training to meet the needs of current and future entrepreneurs.

- Recommendation 7: Guide and direct the entrepreneur in the acquisition of development and survival skills.

- Recommendation 8: Provide assessment tools for the entrepreneur and collaborate with diverse sectors to promote successful entrepreneurial ventures.

- Recommendation 9: Support management assistance training at the postsecondary level.

- Recommendation 10: Promote human resource development for the small business sector.

- Recommendation 11: Consider the National Center for Research in Vocational Education as a clearinghouse for entrepreneurship education.

- Recommendation 12: Provide teacher training within the various educational delivery systems.

- Recommendation 13: Promote vocational education as one of the delivery systems most appropriate for entrepreneurship education.

- Recommendation 14: Encourage additional research efforts related to vocational education's impact on entrepreneurship education.

CHAPTER I
WHY ENTREPRENEURSHIP

Introduction

No matter what one's perspective, the proverbial bottom line is that the entrepreneurial economy has arrived. It is staring us in the face and challenging us to action. In the near and long term, growth in jobs, self-employment, and business opportunities will emanate from the entrepreneurial economy. Prior to discussing the who, what, when, where, and why of entrepreneurship education, a few observations need to be made relative to why entrepreneurship is important.

In a recent issue of the *Harvard Business Review*, Peter F. Drucker (1984), business and management expert for the past several decades, notes:

> It is no longer news that small and new businesses provided most of the 20-odd million new jobs generated from 1970 to 1980 by the American economy. What is not generally known, however, is that this trend has continued, has even accelerated, during the recent recession. Indeed, over the last 3 years, Fortune "500" companies have lost some 3 million jobs, but businesses less than 10 years old have added at least 750,000 jobs and slightly more than a million new employees. (p. 59)

In discussing the historical patterns of business development, Drucker concludes:

> This trend is almost the exact opposite of the typical post-World War II pattern. Between 1950 and 1970, either big businesses or governments created three out of every four new domestic jobs. . . .From 1950 to 1970, then, the growth dynamics of the American economy lay in established institutions, but since 1970—and especially since 1979—these dynamics have moved to the entrepreneurial sector. (p. 59)

Ample evidence of the new dynamism in our entrepreneurial economy is chronicled in the recently released *President's Report on the State of Small Business* (U.S. Small Business Administration 1984). Listed here are several observations cited in the report.

- During the 12-month period ending in September 1983, the number of jobs in small-business-dominated industries increased 2.6 percent—about twice the rate for large-business-dominated industries.

- Small business income during 1983 increased 18 percent over the previous year. In contrast, wage and salary income rose by only 6.1 percent.

- Business bankruptcies, most of which occur in small businesses, declined 10.5 percent during 1983—a marked improvement from the previous year.

- In 1981 and 1982, small independent firms created 2.6 million new jobs, more than compensating for the 1.6 million jobs lost by large industries. More than one-half of these newly created jobs came from the service sector.

- Small businesses remain a major source of jobs for a wide cross section of workers: the young, the old, part-time workers, and the cyclically unemployed. As the American economy goes through structural changes, small firms are exhibiting the imagination and flexibility needed to adapt to these changes and are providing jobs for many of those workers being displaced.

- Small businesses furnish two out of three workers with their first job. Many of these first-time positions are in the service sector, the traditional doorway to the job market for the young, minority, and unskilled job seekers.

Looking beyond the sheer economics of this entrepreneurial wave, many analysts attribute a larger, more pervasive impact on American society to this entrepreneurship movement. Drucker's (1984) view, "the emergence of the entrepreneurial economy is as much a cultural and psychological, as it is an economic or technological event" (p. 63).

In his widely acclaimed projections on the future, *Megatrends*, John Naisbitt (1982) summarizes the role entrepreneurship will continue to play in the overarching trend of institutional decentralization in American society.

> In the 1950s the entrepreneurial spirit was nearly dead. With memories of the Depression and World War II still vivid, we continued to look toward the institutions of big business and big government to protect us. Old-fashioned American self-reliance lay dormant beneath the simple fact that, at the time, big business and government were doing a pretty respectable job of assisting us. It was the heyday of industrialism and institutional help. (p. 148)
>
> But the generalized disillusion with institutions that surfaced during the 1960s changed all that. One of the major institutional dependencies we sought to escape was the corporation. (p. 148)
>
> The baby boomers were not just another generation of idealists, though. Their numbers made them a megageneration, an army that was not easily absorbed in society. And the 1970s, when their ranks hit the job front, were not exactly booming times. Consequently, some baby boomers were forced into self-employment, even entrepreneurship, by a weak job market. Others who had cherished independence in the 1960s and given it up for high-paying corporate jobs in the 1970s were, all the while, saving, learning, and plotting their escape into entrepreneurship.
>
> In the late 1970s it all exploded into an entrepreneurial boom. (p. 149)

Recognizing that the new entrepreneurial economy now serves as the primary catalyst for the creation, expansion, and/or retention of jobs, for self-employment, and for business opportunities, policymakers at all levels are now supporting entrepreneurial development as a policy objective. For example, in September 1983, Secretary Terrel H. Bell, U.S. Department of Education, and Robert M. Worthington, Office of Vocational and Adult Education, issued a "Policy Statement on Entrepreneurship Education" (see appendix A) in which they noted the following:

> The scope of entrepreneurship education is essentially multidisciplinary, beginning with the expectation that business owners must be well versed in the basic academic skills. Most of

> the self-employed base their enterprises around a particular occupational skill, which is often acquired through a vocational education curriculum. Traditional small business management concepts and practices are important components of entrepreneurship education. The development of personal characteristics and the encouragement of entrepreneurial traits are also key elements. It is apparent, then, that entrepreneurship education is delivered through infusion into existing courses and programs as well as separate specialized offerings.
>
> It is the policy of the U.S. Department of Education to encourage the inclusion of entrepreneurship as an integral part of vocational and adult education and to support all endeavors which serve to increase the capacity of vocational and adult education to deliver education for entrepreneurship.

At the State level, potential and existing entrepreneurs increasingly serve as the pivotal focus on which policy information and program development are based. Speaking before a group of vocational educators at a March 1984 entrepreneurship education seminar, Ohio's Director of Development Al Dietzel remarked that

> entrepreneurs start their businesses where they live. They do not decide to go into business and then go somewhere else to do it. They do it where they live. And what we need to be about is creating a climate, creating support services, to nurture those entrepreneurs. . . . Economic development does not take place in the State Office Tower. It takes place in the local community. The state's role is to be supportive. We want to be a catalyst.

In summary, the entrepreneurial economy has run a common thread throughout the entire fabric of American society. It pervades every developmental phase of our Nation's growth—human, material, economic. Entrepreneurship is the future. This fact must be recognized by all who are working in the fields of education, employment, and business development, for entrepreneurship acts both as the process and content of our Nation's new growth dynamics.

Entrepreneurship Education and Training

The overall goal of entrepreneurship education is to establish the value of small business to the Nation (Grad and Shapero 1981). In order to do so, it is important to reach students, teachers, counselors, and administrators through affective and cognitive means. To achieve the foregoing goal, entrepreneurship education programs are being offered at all levels of education.

Universities are beginning to prepare professionals to conduct entrepreneurship education in various disciplines. Elementary and secondary schools are adding new programs and infusing small business training into existing curricula.

At the adult level where the most activity is seen, numerous agencies are offering continuing education for entrepreneurship education and training programs. Some of these agencies and associations are: the Small Business Administration (SBA), Small Business Development Centers (SBDC), Small Business Institutes (SBI), Service Corp of Retired Executives (SCORE), Active Corp of Executives (ACE), U.S. Chamber of Commerce, Minority Business Development Agency (MBDA), Business Development Centers (BDC), National Federation of Independent Business (NFIB), International Council of Small Business (ICSB), Private Industry Councils (PIC), American Association of Community and Junior Colleges—Small Business Training Network, Bureau of Indian Affairs, National Business Education Association, Black Chamber of Commerce, Hispanic Chamber of Commerce, National Association of Black Women Entrepreneurs, and the Urban League.

While there are many possibilities for entrepreneurship education, potential small business owners are often confused about what programs exist and how to access them. This confusion results from the sporadic, uncoordinated eduation and training system that is presently in existence. One way to rectify this oversight is to infuse entrepreneurship education into existing educational programs.

Entrepreneurship education should include a comprehensive overview of the competencies needed to be a successful entrepreneur as well as specialized knowledge in areas of particular need. Topics that might be addressed in educational programs include the following:

- Understanding the nature of small business
- Determining your potential as an entrepreneur
- Developing the business plan
- Obtaining technical assistance
- Choosing the type of ownership
- Planning the marketing strategy
- Locating the business
- Financing the business
- Dealing with legal issues
- Complying with government regulations
- Managing the business
- Managing human resources
- Promoting the business
- Managing sales efforts
- Keeping the business records
- Managing the finances
- Managing customer credit and collections
- Protecting the business (Ashmore and Pritz 1983)

Vocational education is fertile ground for such an infusion, in the agriculture, business, marketing and distributive education, trade and industrial, home economics, health, and technical curriculum areas. Further, vocational education provides an excellent opportunity for fostering the entrepreneurship developmental process. If novices begin to develop knowledge of principles leading to success in new business ventures while still in school, it seems logical that they will be more expert by the time real business opportunities appear. And, the variety of vocational programs at all levels contributes to the potential for students' progression through the development process.

Entrepreneurship as a Development Process

In keeping with the theory of entrepreneurship as a developmental process, the National Center for Research in Vocational Education's project staff developed a model for lifelong entrepreneurship education that focuses on a sequential order for the development of basic knowledges and skills (see figure 1). This model was designed to illustrate the fact that entrepreneurship is developed over an extended period of an entrepreneur's life and does not take place in any one setting or at one specific time. For example, Stage 1 deals with understanding the free enterprise system and can be readily learned in elementary school. However, if an adult has not acquired this knowledge and wishes to become an entrepreneur, he or she can start at the very beginning of the education cycle, or with Stage 1.

As the discussion that follows delineates the various stages of the model, references will be made occasionally to appropriate audiences. These suggestions are in no way intended to delimit or exclude any group from acquiring needed information.

Stage One: Economic Literacy/Basic Skills/Career Awareness

The Joint Council on Economic Education and the National Federation of Independent Business document the fact that there is a major movement underway to make such topics as economic literacy, basic skills, and career awareness a part of all educational programs—from kindergarten through adult education levels. In light of the present need for entrepreneurship education, the reasoning behind the movement is sound. Before a person even begins to think about operating a business, he or she must be able to read, write, and compute. A person must also be able to understand such concepts as the free enterprise system, the role of profit, the function of government, and the management of material and human resources.

Clearly, the instruction needed to develop such "prerequisite" skills is appropriate content for all vocational courses—starting with the prevocational level. In addition, these courses could also bring a new perspective to the career decision-making process by helping students become aware that starting their own business is just as viable a career option as becoming a teacher, law enforcement officer, or doctor.

Stage Two: Entrepreneurship Interest and Awareness

As any veteran of the "neighborhood lemonade stand" knows, learning the pros and cons of business operation can begin with a simple fund-raising activity. It is important that in any vocational youth group or class project, the students be responsible for making the decisions needed to achieve a profit. If the advisor or teacher makes such decisions, the opportunity for learning is lost.

Actually, the transition from pure skill training to skill/entrepreneurial training should not be a difficult one for vocational education to make. From horticulture to data processing, and from auto mechanics to cosmetology, all vocational service areas offer opportunities for self-employment. In addition, most existing vocational programs are already structured to offer skill training through the provision of services to the school, the faculty, or the community.

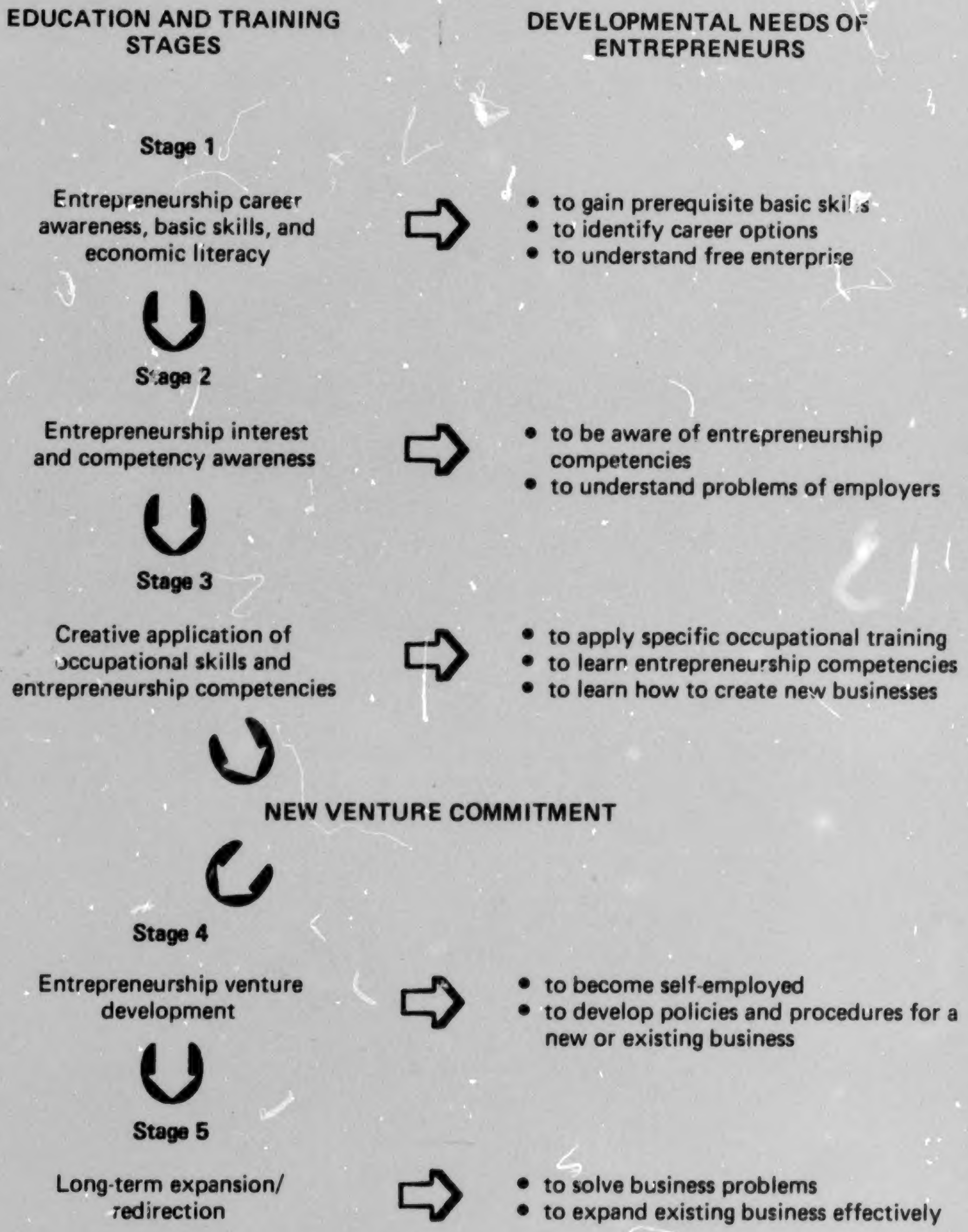

EDUCATION AND TRAINING STAGES
DEVELOPMENTAL NEEDS OF ENTREPRENEURS
Stage 1
Entrepreneurship career awareness, basic skills, and economic literacy
• to gain prerequisite basic skills
• to identify career options
• to understand free enterprise
Stage 2
Entrepreneurship interest and competency awareness
• to be aware of entrepreneurship competencies
• to understand problems of employers
Stage 3
Creative application of occupational skills and entrepreneurship competencies
• to apply specific occupational training
• to learn entrepreneurship competencies
• to learn how to create new businesses
NEW VENTURE COMMITMENT
Stage 4
Entrepreneurship venture development
• to become self-employed
• to develop policies and procedures for a new or existing business
Stage 5
Long-term expansion/redirection
• to solve business problems
• to expand existing business effectively

Figure 1. A framework for lifelong entrepreneurship education

If teachers allow their students the opportunity to create a successful business based on these services, the teaching of entrepreneurial skills becomes more a "second nature" process than an additional curricular burden. The "interest and competency awareness" stage of the model should be a time when students gain a basic understanding of what an entrepreneur must know—a stage that is appropriate for all vocational students at the secondary level, and perhaps for some students at the postsecondary level. But activities at this stage will not prepare a person sufficiently to start his or her business. This is more the responsibility of the third stage of the model—a time when the entrepreneurship education process focuses on the development of specific technical and business skills.

Stage Three: Technical and Business Skill Development

At this stage of the model, students can learn how to combine skills acquired in the classroom with the creative application of business skills. This is also the stage at which individual students (or small groups of students) should be encouraged to plan a possible business venture based on their own technical skills and the needs of the community.

The design process for such ventures should require a great deal of student initiative and effort. It should also require students to interact extensively with members of the local business community. Yet, because the ventures are only "on paper" and do not involve actual financial risk, the students remain "free" to use their imaginations and to learn how to propose new and innovative ideas in business management. At this stage students may "try out" one of the most important entrepreneurial skills: their ability not only to design a business plan, but also to revise it according to personal and environmental constraints.

Again, current vocational education programs are an excellent vehicle for teaching these concepts and skills as students have the opportunity to apply their developing business skills to the specific technical areas in which they are interested. Home economics students could apply entrepreneurial skills to a specific home-based business, whereas the trade and industry students could apply their skills to such areas as carpentry, electronics, or cosmetology. It should be noted, however, that although such activities could lead to a student's self-employment, not all students who go through this stage will be ready to start their own businesses.

Stage Four: Entrepreneurship Venture Development

Adult education courses offered through a local high school, community college, university, or the U.S. Small Business Administration (SBA) are the most appropriate vehicles for instruction at the fourth stage—a time when students are actually running their own businesses. Here, the entrepreneurship education program must become as sophisticated as possible—addressing such topics as creative business ideas, market potentials, financial needs and resources, technical expertise, personal contacts, physical resources, and customer orders.

It should be noted that during this stage of the process, students will need to apply every bit of knowledge they have to set up policies and procedures, plan, develop record keeping systems, and identify opportunities to increase their potential for success. The need for a comprehensive, cumulative experience in entrepreneurship education—one that builds and expands upon the knowledge gained in each preceding level—becomes clear. At this point, it is also important for students to receive individualized assistance and instruction so that the special needs of their particular businesses can be addressed.

Stage Five: Long-term Expansion/Redirection

When people start their own businesses, they often do so with no idea of how the business might grow or how to handle problems that might result from tight cash flow, slow-moving inventory, and too much business. These are only a few of the potential problems to be addressed at this stage of the entrepreneurship development process.

Traditionally, small business training programs at this stage are part of advanced business administration programs or adult courses run by experts in the community. Usually business counseling is more of a need than is specific business training. Students will, therefore, need support from experts in their area of business. The SBA-sponsored SCORE/ACE advisors are a logical resource for this stage of development. Free management advice needed by small, struggling entrepreneurs is provided by successful company executives with SBA sponsorship.

Although this lifelong learning model may oversimplify the various stages of entrepreneurship development that actually exist, it is an attempt to define the differences one would expect to see in different types of entrepreneurship training programs. It also indicates the importance of defining a number of important needs and learning processes before infusing entrepreneurship into any educational program. To stimulate the entrepreneurial community's assessment of its potential role in the lifelong learning process, an overview of the entrepreneurial activities of the 1980s, an Agenda for Action, and entrepreneurship in the 1990s are discussed in chapters 2 through 5 of this document.

CHAPTER II

ENTREPRENEURSHIP OPPORTUNITIES

Entrepreneurship in the 1980s

Throughout the decade of the seventies, vocational educators developed varied entrepreneurship curricula, program designs, and networking strategies. Vocational administrators sponsored various entrepreneurship conferences, seminars, and workshops. By and large, these developmental efforts were characterized by the qualities of independent genesis and disparate information dissemination. Little synergism prevailed. Entrepreneurship education as a movement was not greater than the sum of its independent and disparate parts.

The early 1980s represent a turning point, for along with the entrepreneurship renaissance in vocational education, this period saw a reawakening in economic development circles. Economic development specialists began recognizing that the disjointed and reactive economic development policies and programs of the 1970s alleviated only the symptoms of inefficient economic enterprise. They agreed that the development of a new, proactive approach would be required in the 1980s, if the root causes of inefficient economic enterprise were to be attacked.

In the latter portion of the 1970s, economic development specialists made two startling observations. First, the interdependent cycles of credit, management, and technical assistance bred a genus of dependent entrepreneur whose business plan relied more on juggling various forms of external assistance than on building internal resources and capacities. Second, the philosophy of economic development through assistance delivery served as a self-perpetuating and self-fulfilling prophecy. Like a washerless spigot, economic developers found that they could change the nature of the flow, but they could not cut off the flow. As more assistance became available, more assistance was demanded.

In the early 1980s, several major Federal economic development programs began taking a proactive look into the needs of our Nation's future entrepreneurs:

- The President issued an Executive Order (E.O. 12138; 27 June 1983) on Women's Business Ownership that established a Presidential Advisory Committee to recommend innovative, developmental strategies in support of women-owned business—as a result, the SBA had begun a series of 20 National Initiative Conferences that will include management, procurement, and financial skills training for women entrepreneurs.

- At the time of this writing, it was learned that a bill, H.R. 3832 (J. Moody, D-WI), has been introduced in Congress to mandate the establishment of a Women's Business Ownership Commission to oversee a National effort on behalf of women entrepreneurs.

- The President issued a "Statement" (17 December 1982) and an Executive Order (E.O. 12432; 14 July 1983) on Minority Business Enterprise that outlined a comprehensive, developmental Federal plan to enhance the management capacities of current and future minority entrepreneurs.

- The Congress passed the Small Business Innovation Development Act of 1982 (P.L. 97-219) to enhance the R&D capacities of small business.

- The Economic Development Agency (EDA) substantially increased its University Center Program and highlighted special attention to be paid to participating student consultants to ensure they receive maximum benefit from their consulting experience.

- The Minority Business Development Agency initiated a broad range of proactive efforts including a youth awareness project, a business school fellowship project, an HBCU leadership development effort, and a joint project with the Office of Vocational and Adult Education.

- The Small Business Administration (SBA) instituted the enhanced Prebusiness Workshop Program for potential entrepreneurs, and as with EDA, focused special attention on the quality of experience student consultants were obtaining in SBA's university-based programs.

- The Departments of Agriculture and Labor are both looking seriously at self-employment options for their respective youth training programs.

The 1980 White House Conference on Small Business acted as the principal driving force behind a recent surge of proactive interest in economic enterprise development. In their analysis of entrepreneurship education needs and proposed remedies, conference organizers (White House Commission on Small Business, 1980) observed that conference delegates envisioned

> a partnership among government, educational institutions and business to launch a national program. The government's principal role would be to coordinate policy. It would also supply resources and incentives to business and universities, which in turn would develop specific approaches to entrepreneurial training and management assistance. Government participants would include the SBA along with the Department of Commerce, Labor, and Education. No federal initiatives, legislative or executive, currently exist along these lines. (p. 91)

Conference conclusions, resolutions, and recommendations that were reported to the President at this time still act as the grist for current economic development policy and program decision making.

Finally, entrepreneurship education in the early 1980s is experiencing a convergence at the Federal level of vocational education interests and the interests of economic enterprise development. Examples of these converging interests are exemplified in the following cooperative activities:

- Establishment of a Management Development Committee within the Interagency Working Group for Minority Business (IWG). The IWG is a Cabinet-level policy group that reports to the Cabinet Council on Commerce and Trade. The Management Development Committee is chaired by Dr. Robert M. Worthington, Assistant Secretary, office of Vocational and Adult Education.

- Execution of an interagency agreement between the Office of Vocational and Adult Education and the Minority Business Development Agency to sponsor a project jointly to link local education systems and economic development networks.,
- Execution of an interagency agreement between SBA and the Veteran's Administration to sponsor joint research, development and demonstration projects in entrepreneurship education and training for U.S. veterans.
- Execution of an interagency agreement between the U.S. Departments of Labor and Agriculture to sponsor joint research, development, and demonstration projects in youth self-employment.

Entrepreneurship in the 1990s

The 1990s will become, no doubt, the golden era of the entrepreneur. The changing population needs, expanding and emerging occupational areas, and National initiatives will influence the design and focus of future entrepreneurship programs. Vocational education—as provider of materials, network builder, and supporter of leadership development—will continue to lead in the growth of entrepreneurship education and training.

Population Needs

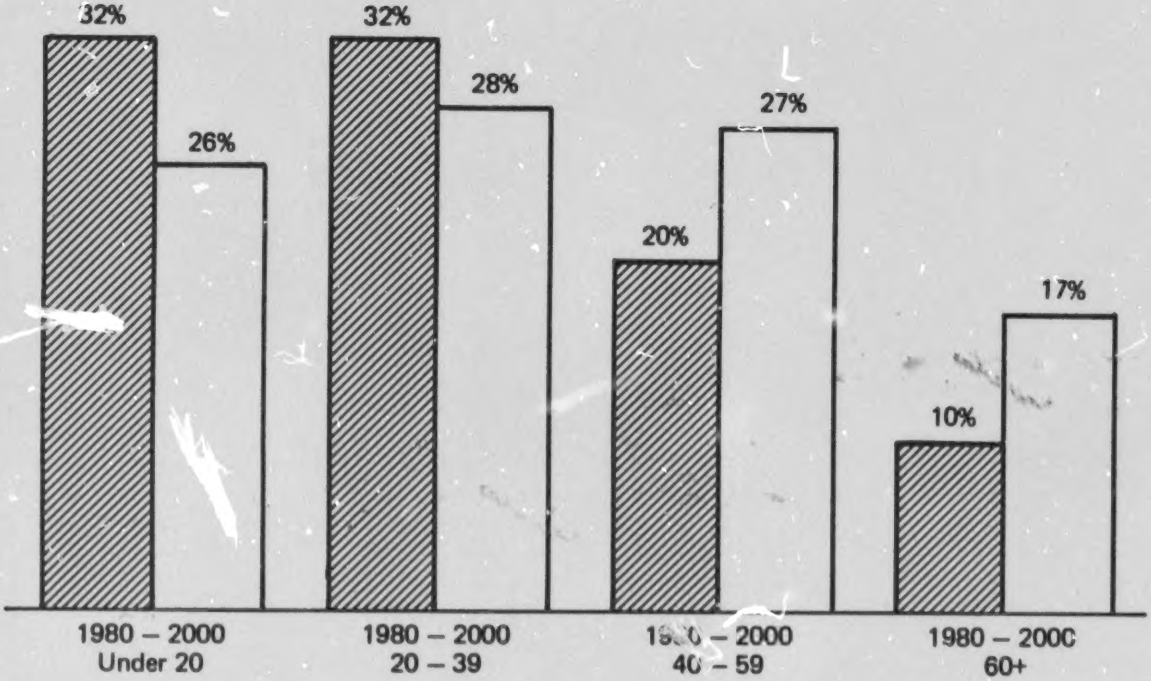
The 1990s will see continued change in the composition of the population. The country will undergo a "maturing" process where the middle-aged and elderly will become increasingly dominant groups. The population under age 39 will decrease 10 percent, while the over 40 age group will increase 8 percent. By 1990, the number of people between 30 and 44 is expected to grow to 60 million. This aging work force will cause increased competition for job advancement and promotion. Increased competition will cause an increase in midlife career change, creating a larger number of individuals interested in entrepreneurship training. After shrinking in size to a low point of 16 million in 1990, the teenage group will begin to grow again, reaching 19.3 million by the year 2000. Due to the shrinking pool of new employees for small business in the economy, this increase will allow for expanded employment opportunities for teenagers. (See figure 2.)

Occupational Growth Areas

The expanding and emerging occupational areas will offer new opportunities for small business operations. According to the Bureau of Labor Statistics (l983), differential industrial growth patterns, changing technology, and variable educational requirements will influence employment opportunities and career options.

It appears that the largest area of increase will be the service area of our economy, with a 17.9 percent total job growth. Approximately 4,602,000 jobs will be generated in the areas of sales and marketing. (See table 1.)

Office occupations will account for 9.3 percent of the total job growth in secretarial, clerical, accounting, bookkeeping, and receptionist jobs. This growth of 2,417,000 jobs will be supported by the increased handling, generating, and dissemination of information. (See table 2.)



SOURCE: *U.S. News and World Report* (19 March 1984, p. 41)

Figure 2. Age group composition, 1980 and 2000

TABLE 1

SERVICE SECTOR PROJECTED 1995 EMPLOYMENT

Occupation	Change in Total Emp. (in thous.)	Percentage of Total Job Growth	Percentage Change
Salesworkers	1,119	4.4	29.0
Building Custodians	779	3.0	27.5
Cashiers	774	2.9	47.4
Sales clerks	685	2.7	23.5
Waiters/waitresses	562	2.2	33.8
Sales representatives	386	1.5	29.3
Food prep. service	297	1.2	36.7
	4,602	17.9	

SOURCE: Bureau of Labor Statistics (1983, p. 39, 42)

TABLE 2

OFFICE OCCUPATIONS PROJECTED 1995 EMPLOYMENT

Office Occupation	Change in Total Emp. (in thous.)	Percentage of Total Job Growth	Percentage Change
Secretary	719	2.8	29.5
Office clerk	696	2.7	29.6
Accountant	344	1.3	40.2
Receptionist	189	.7	48.8
Clerical support	162	.6	34.6
Typist	155	.6	15.7
Bookkeeper	152	.6	15.9
	2,417	9.3	

SOURCE: Bureau of Labor Statistics (1983, p. 39, 40)

Health-related occupations will provide approximately 7 percent of all new jobs in the expanding areas of nursing and health care. An aging population combined with increasing health-related expenses, will lead to a minimum of 1,719,000 jobs in the major health occupations. (See table 3.)

TABLE 3

HEALTH OCCUPATIONS PROJECTED 1995 EMPLOYMENT

Health Occupations	Change in Total Emp. (in thous.)	Percentage of Total Job Growth	Percentage Change
Registered Nurses	642	2.5	48.9
Nursing aides & orderlies	423	1.7	34.8
Health technicians	271	1.2	57.0
Licensed practical nurses	220	.9	37.1
Physicians	163	2.7	34.0
	1,719	7.0	

SOURCE: Bureau of Labor Statistics (1983, p. 38)

Computer-related occupations will continue to have a high growth rate due to the increasing adoption of computers in our society. This growth is predicted to create 635,000 new jobs subsequently expanding opportunities for computer systems analysts, computer programmers, computer operators, and computer services. (See table 4.)

Repairing and technical occupations will provide a minimum of 3.4 percent of total new job growth by the year 1995. The growth of 733,000 jobs will be enhanced by increasing numbers of products for the business and consumer market that will require technical services. The areas of mechanics, technicians, and general repairs will account for much of the growth. (See table 5.)

National Initiatives

Because of the Presidential initiatives, women and minorities have a tremendous potential for growth opportunities in the small business sector. According to the Small Business Administration's Office of Women's Business Ownership, the President's national initiative to assist women entrepreneurs has two major goals that require significant private sector involvement:

- The development of effective business skills for present and potential women business owners
- The improvement of the business environment for women-owned firms

TABLE 4

COMPUTER-RELATED OCCUPATIONS PROJECTED 1995 EMPLOYMENT

Computer Occupation	Change in Total Emp. (in thous.)	Percentage of Total Job Growth	Percentage Change
Computer systems analyst	217	.8	85.3
Programmer	205	.8	76.9
Computer operation personnel	160	.6	75.8
Computer service technician	53	.2	97.0
	635	2.4	

SOURCE: Bureau of Labor Statistics (1983, p. 38, 40)

TABLE 5

MECHANICAL REPAIR AND TECHNICAL OCCUPATIONS PROJECTED 1995 EMPLOYMENT

Mechanical Repair & Technical Occupation	Change in Total Emp. (in thous.)	Percentage of Total Job Growth	Percentage Change
Auto Mechanic	324	1.3	38.3
Electric Technician	222	.9	60.7
General Utility	193	.8	27.8
Air Conditioning Repair	55	.2	33.0
Other Mechancal Repair	39	.2	71.7
	733	3.4	

SOURCE: Bureau of Labor Statistics (1983, p. 40, 41)

Program components designed to accomplish these goals include the following objectives

- **Conferences**—A series of National conferences with local cosponsors will offer high-quality and practical training. Educational modules developed for the conference are designed to be used on an ongoing basis in the local communities. They will utilize a two-track approach, one for entry-level businesses and one for growth businesses.

- **Presidential Advisory Committee on Women's Business Ownership**—In order to gain private sector support, the President will appoint the first President's Advisory Committee on Women's Business Ownership. This committee, composed of up to 15 outstanding business leaders representing various industries, will mobilize significant private sector assistance for women business owners. The President has appointed Angela M. Buchanan, former Treasurer of the United States, to be the chairperson for the Presidential Advisory Committee.

- **Interagency Committee on Women's Business Enterprise**—The Interagency Committee on Women's Business Enterprise will be composed of high-level Federal officials representing their various departments and agencies. They will promote, coordinate, and monitor Federal sector efforts that will help ensure equitable opportunities for and improve government services to women business owners.

The minority small business owners, as is the case with women, have also been supported by the current Administration in their quest for economic independence. The President's statement of 17 December 1982 issued this mandate: "The Minority Business Development Agency of the Department of Commerce and the Small Business Administration will assist directly in the formation of at least 60,000 new minority businesses over the next ten years . . . this Administration will assist in the expansion of at least 60,000 minority businesses during this ten year period" (see appendix B).

To implement this policy, a Cabinet-level interagency Federal task force has been actively planning strategies to get entrepreneurship education on the agenda of major colleges and universities and historically black colleges. Future plans to support the minority entrepreneur will definitely improve minority participation in the private enterprise system.

Leadership Development: The Coming Issue

The convergent forces outlined here beg the coming issue for entrepreneurship education—leadership development. The vocational education system is steadily moving beyond entrepreneurship materials development to network development (synergism). Economic enterprise development networks are likewise moving beyond provision of reactive management and technical assistance to provision of holistic developmental assistance (proactive development). The "glue" that binds these synergistic and proactive efforts is *enlightened leadership*.

As an entrepreneurship program focus for the near and long term, leadership development includes three key features necessary to guarantee the future growth of the entrepreneurship education movement. First, leadership development will provide cooperative and sustained programmatic direction across all levels of governance. It will assure that the movement does not slip back into the dissonance of the seventies, but instead amplifies the resonant developments in the early eighties.

Second, leadership development will provide the coordinative impetus to initiate across all levels of governance resource leveraging strategies in support of entrepreneurship education. It will ensure the viability of program designs by coordinating both the ways and the means to entrepreneurship education growth.

Third, leadership development will provide a collaborative platform from which to implement, across all levels of governance, linkage strategies to enhance broader design input and delivery outreach. It will ensure that sufficient policy attention is paid to entrepreneurship education needs and potential benefits by highlighting the dynamic results of interdisciplinary synergy.

With entrepreneurship education leadership development as a keystone, the overarching framework for viewing current and future entrepreneurship education efforts must necessarily reflect a three-dimensional analytic space the foundation of which is represented by the life-long entrepreneurship education model discussed in Chapter 1 (see figure 1).

Figure 3 defines a model for entrepreneurship education leadership development. As is the case with the life-long learning framework, the foundation of this analytic model associates various developmental needs of entrepreneurs with the education and training stages of entrepreneurship education. The framework defines five (5) education and training stages.

Stage 1 - Entrepreneurship career awareness, basic skills, and economic literacy

Stage 2 - Entrepreneurship interest and awareness

Stage 3 - Creative application of occupational skills and entrepreneurship competencies

Stage 4 - Entrepreneurship venture development

Stage 5 - Long-term expansion/redirection

Within the components of this foundation exist the various developmental needs that serve as the basis upon which to define the particular circumstances under analysis. The underlying nature of this foundation reflects a proactive approach to entrepreneurship education as a lifelong learning process. It avoids the customary temptation to focus exclusively on entrepreneurship education as a reactive approach to the remedial needs of the here and now.

Above this foundation lies an analytic space bounded vertically by six modes of synergistic interaction (commitment, cooperation, coordination, consensus, collaboration, and communication) and bounded laterally by three levels of direction (National, State, and local). As ongoing and/or proposed entrepreneurship education leadership development activities fall into this analytic space, the framework provides a means to look at the interactive needs of direction and synergism as applied to known entrepreneurship developmental needs, stages, and resources.

This framework allows one to trace the lines of direction and synergism required to maximize the application of existing resources to known needs. In the final analysis, this framework provides the means to view the growth of the entrepreneurship education movement as a function of entrepreneurship education leadership.

The next chapter describes an Agenda for Action for entrepreneurship education. The action plan, or the ABC's for Entrepreneurship, is derived from the concepts and processes of synergism defined in this chapter.

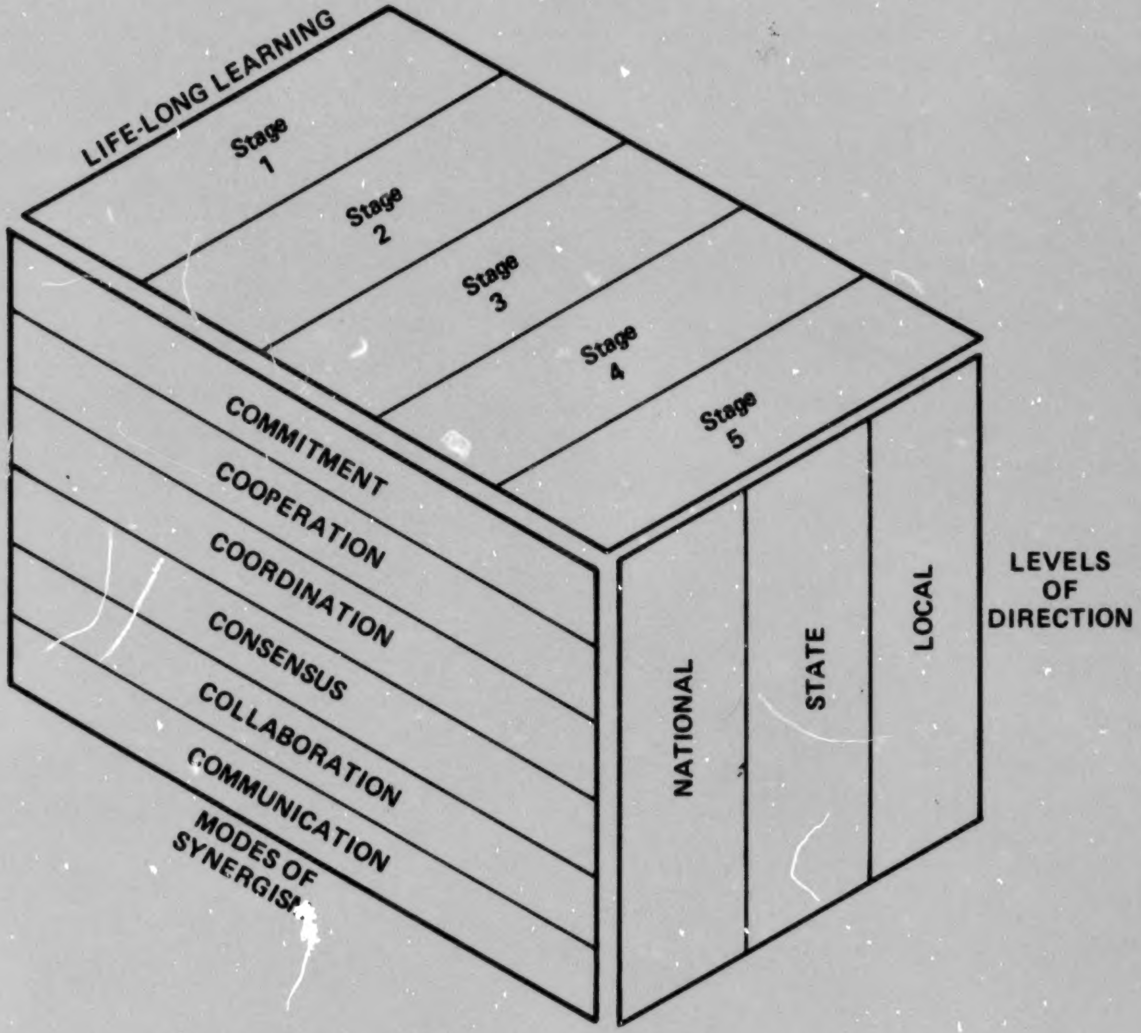


Figure 3. Analytical model for entrepreneurship education leadership

CHAPTER III

AGENDA FOR ACTION

Introduction

The purpose of the National Entrepreneurship Education Agenda for Action is to provide a framework that enables State and local vocational education planners to understand and join in the national movement for entrepreneurship education. The agenda focuses on the ABCs of entrepreneurship—*Activities* in progress, *Benefits* for the users, and *Challenges* for the future. In this chapter, the first section, *Activities*, outlines a number of entrepreneurship education activities currently underway within the vocational education community. These activities are discussed in terms of their usefulness as potential network development resources to entrepreneurship education planners. The second section, *Benefits*, describes the positive benefits in applying the processes and concepts of synergism to the realm of action.

The final section, *Challenges*, outlines a specific process or action plan, designed to tap the benefits accruing to synergistic program development. The Agenda for Action comprises the three modes of synergism (cooperation, coordination, and collaboration) and the three maintenance functions of synergism (commitment, consensus, and communication) that bind the three modes into a fully self-contained system.

Although collaboration is identified and discussed as a distinct phase of the Agenda for Action, one should recognize that collaboration also serves as the ultimate goal of the entire synergistic process. Therefore, every phase of the process is discussed relative to its contribution.

Leadership development has been identified as the primary developmental focus needed to maximize the potential of entrepreneurship for the 1990s. The ABCs of entrepreneurship education are depicted in figure 4 which suggests the role change agents must play as a central driving force in creating synergistic impacts on this nation. The Agenda for Action describes the ABCs of entrepreneurship education as they have been developed thus far, and challenges vocational leaders to emerge as important change agents.

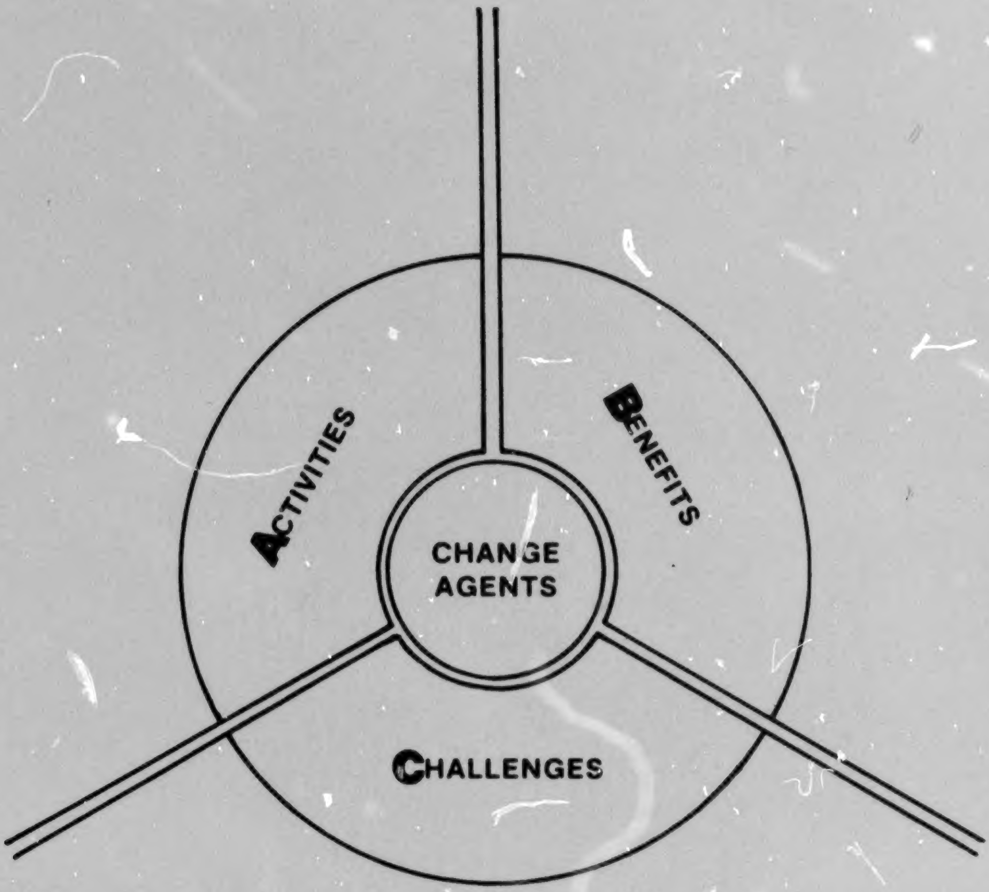


Figure 4. The ABCs of entrepreneurship education

ACTIVITIES

Ongoing activities in entrepreneurship education and training are essential elements in the growth of new, innovative, and successful small businesses. The 1980s have witnessed an explosion of independently organized activities that contribute to National entrepreneurial expansion. This section provides an overview of five major groups of activities that involve the vocational education community in entrepreneurship education. They are:

- Federal Agency Initiatives
- Oklahoma State University project,
- National Center for Research in Vocational Education project,
- State initiatives, and
- National organization activities.

Federal Agency Initiatives

To ensure that entrepreneurship education receives due attention on the national education agenda, the Assistant Secretary for Vocational and Adult Education established in 1981 the Task Force on Entrepreneurship Education.

As a major effort of the Task Force, Terrel H. Bell and Robert M. Worthington, U.S. Department of Education issued a policy statement supporting infusion of entrepreneurship education in all vocational education programs. (See appendix A.)

The Department of Commerce, through the University Business Development Agency, announced development of a national program for annually observing the National Minority Enterprise Development Week:

> The President's mandate in support of minority enterprise development has designated the first full week of October as Minority Enterprise Development Week, effective as of October 1984. The President also declared that during the era of the 1980s, a renewed and vigorous

minority business effort will be initiated to "assist in the formation of at least 60,000 new minority businesses over the next ten years and the expansion of 60,000 presently existing businesses in the same period." (For detailed information, see appendix B.)

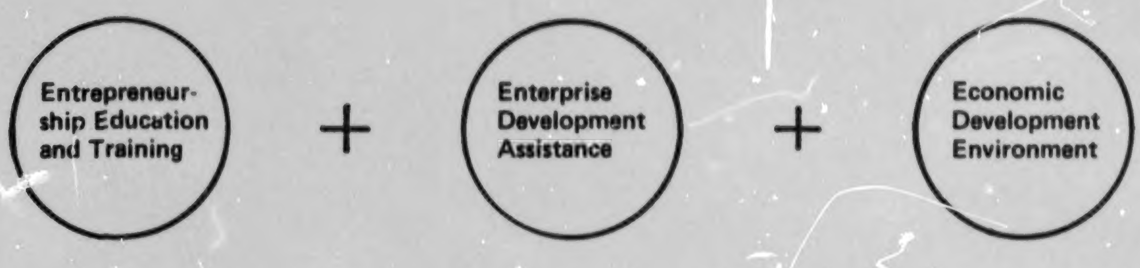
Oklahoma State University Project

To launch a National entrepreneurship education campaign, a major Government contract was awarded by the U.S. Departments of Education and Commerce to Oklahoma State University. The Oklahoma project had three major objectives:

- To assist vocational educators and minority business development centers (MBDCs) to develop, improve, and expand entrepreneurship education in their programs
- To promote the concept of entrepreneurship education at the vocational secondary and postsecondary levels and to increase coordination with MBDCs
- To develop and disseminate entrepreneurial training packages that will assist in achieving the first two objectives as well as foster collaboration among existing entrepreneurship assistance agencies, encouraging them to develop a coordinated plan for comprehensive education and training.

Specific activities that have been designed by the Oklahoma State University to accomplish these objectives include the following:

- **National conference**—A national invitational conference (January 1983) entitled "Promoting Economic Development through Entrepreneurship Education and Training" was the first activity of the Oklahoma project. It was designed to focus National attention on the project, to bring key leaders together to discuss entrepreneurship, to identify potential locations for 20 local seminars, and to gain input for the development of the project's resource notebooks.
- **Resource notebooks**—Two resource notebooks for use by vocational educators and MBDCs were developed. The contents are centered around an entrepreneurship education training model, and are to contain such items as instructional strategies, model programs, an annotated bibliography, and an annotated list of assistance agencies.
- **Local seminars**—To disseminate the information compiled in the notebooks, a series of training seminars were planned across the country to bring together the key state and local organizations, agencies, and individuals interested or involved in training and assisting entrepreneurs (see figure 5). Seminar activities should establish an ongoing communication network that will promote, plan and implement training programs for potential and existing entrepreneurs. To ensure a "holistic" approach to entrepreneurship training, this network needs to involve representatives from all areas of economic development. Missing linkages will become evident, enabling communities to develop programs to meet all


Entrepreneurship Education and Training
+
Enterprise Development Assistance
+
Economic Development Environment

- Public Schools
- Vocational Education
  Programs
- Colleges
- Universities
- Junior Achievement
- DECA
- Entrepreneurship
  Centers
- National Small
  Business Training
  Network

- MBDA
- SBA
- Non-Profit
  Organizations
- Venture Companies
- Banks

- Legislators
- Chambers of
  Commerce
- National
  Federation
  of Independent
  Business
- City/State Planning
  and Economic
  Development
  Councils
- Labor/Trade
  Associations
- International
  Council of Small
  Business

SOURCE: Oklahoma State University, 1983.

Figure 5. Entrepreneurship partners

entrepreneurial training needs. Project staff felt that although the project's primary emphasis is on entrepreneurship education and training, the importance of enterprise development and the economic development environment should also be recognized in the project objectives and strategies.

National Center for Research in Vocational Education Project

In support of the efforts of the U.S. Departments of Education and Commerce on entrepreneurship education, the National Center seeks to provide additional services that will foster development of a nationwide network for collaboration in planning and delivering entrepreneurship education. The Entrepreneurship Education Network Project at the National Center had three major objectives:

- To facilitate the development of a nationwide network for State entrepreneurship education task forces,
- To hold regional workshops to assist in the development of State entrepreneurship task forces,
- To lend expertise to facilitate the State entrepreneurship task forces

These objectives were accomplished by the following activities:

- **State task forces**—The project facilitates commitment to entrepreneurship education through the established power structure of vocational education and encourages articulation among those who support the concept at both State and local levels. Figure 6 suggests the types of vocational and related staff at both State and local levels who might join in a common support effort. It also shows the plan for cooperation between this project, the Oklahoma project and the OVAE Task Force on Entrepreneurship Education.

  The task force would be initiated by the State vocational director and composed of the most appropriate persons for that State's needs. Their activities might be directed to training needs, funding opportunities, and connections with other State agencies, collaboration with other entrepreneurial service providers, and support for activities in local communities. Much of the organization of the State task force activities was based on the Technical Education Research Center's model for developing collaborative networks.[*]

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[*] The authors are indebted to the Technical Education Research Centers for many of the ideas expressed in this section. For further information, read *The Interdependent Community: Collaborative Planning for Handicapped Youth Handbook* (Ferrini et al. 1980).

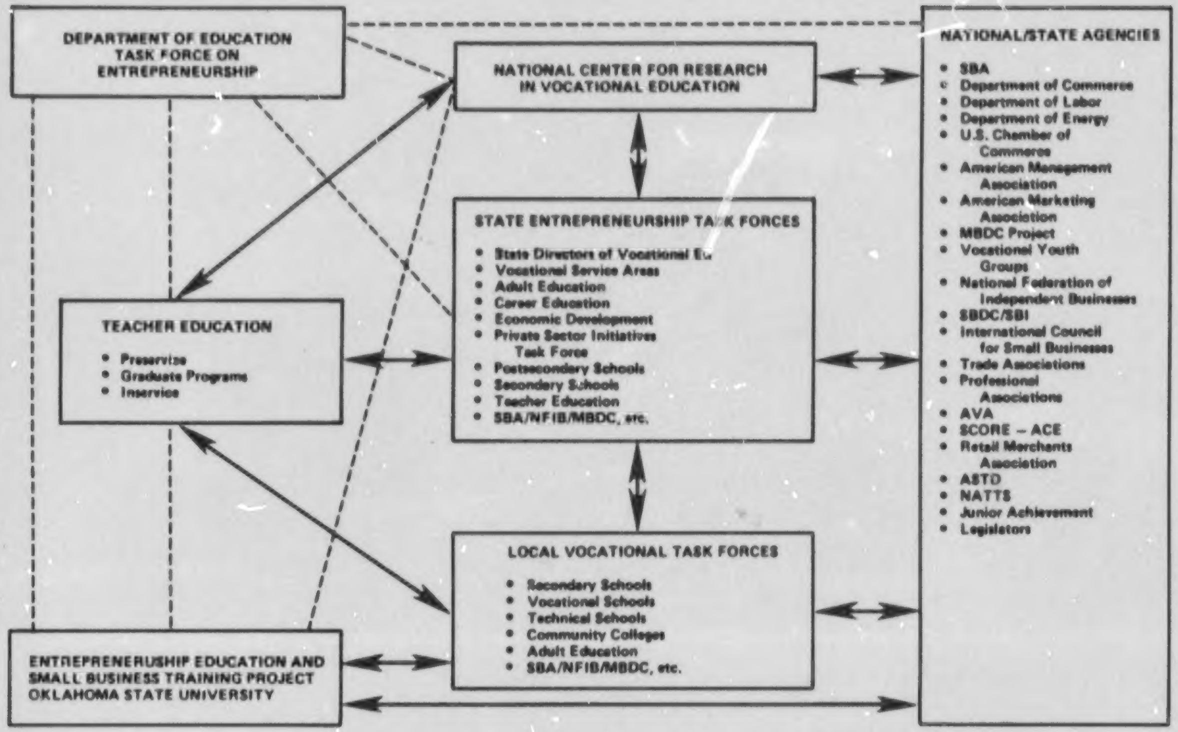
DEPARTMENT OF EDUCATION TASK FORCE ON ENTREPRENEURSHIP
NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
NATIONAL/STATE AGENCIES
• SBA
• Department of Commerce
• Department of Labor
• Department of Energy
• U.S. Chamber of Commerce
• American Management Association
• American Marketing Association
• MBDC Project
• Vocational Youth Groups
• National Federation of Independent Businesses
• SBDC/SBI
• International Council for Small Businesses
• Trade Associations
• Professional Associations
• AVA
• SCORE – ACE
• Retail Merchants Association
• ASTD
• NATTS
• Junior Achievement
• Legislators
STATE ENTREPRENEURSHIP TASK FORCES
• State Directors of Vocational Ed
• Vocational Service Areas
• Adult Education
• Career Education
• Economic Development
• Private Sector Initiatives Task Force
• Postsecondary Schools
• Secondary Schools
• Teacher Education
• SBA/NFIB/MBDC, etc.
TEACHER EDUCATION
• Preservice
• Graduate Programs
• Inservice
LOCAL VOCATIONAL TASK FORCES
• Secondary Schools
• Vocational Schools
• Technical Schools
• Community Colleges
• Adult Education
• SBA/NFIB/MBDC, etc.
ENTREPRENEURSHIP EDUCATION AND SMALL BUSINESS TRAINING PROJECT OKLAHOMA STATE UNIVERSITY

Figure 6. Entrepreneurship linkage network

Nine of the twenty States involved in the Oklahoma project were jointly selected by the National Center and the U.S. Department of Education to lead the nation in the organization of entrepreneurship State task forces. The nine lead States selected to form the initial task forces were introduced to the audience at the National Forum. These states were:

Colorado
Florida
Maryland
Massachusetts
Missouri
New York
Ohio
Oregon
Texas

- **National Entrepreneurship Education Forum**—As one of a series of national-level activities designed to promote the infusion of entrepreneurial concepts into vocational education curricula, the National Forum was held at the National Center on 20-22 September 1983. The major purpose of the National Forum was to promote the free exchange of ideas and opinions among National leaders who support the small business sector.

- **Information and referral services**—In an effort to build alliances for entrepreneurship education among education, business, industry, and Government representatives, the National Center provides information and referral services. Concurrent and ongoing activity to gather and disseminate entrepreneurship education information includes the New Venture Network that consists of print news releases mailed to targeted audiences and the New Venture Newswire, a monthly electronic newsletter on entrepreneurship. Both of these communication vehicles are designed to encourage the exchange of information about local, State, and National groups involved in entrepreneurship education and training for secondary, postsecondary, and adult students.

  Another facet of the information and referral service is the ongoing gathering of entrepreneurship education information for inclusion into appropriate databases. Interfacing with databases provides broad accessibiity to persons seeking entrepreneurship education materials and documents.

  Project staff also provides access to technical assistance in planning, developing, and implementing workshops.

State Initiatives

Many States have been working on entrepreneurship initiatives in vocational education for some time. No effort has been made to document all such efforts here. However, nine lead States reported their activities at the Entrerprenuership Education Forum.

Colorado, for example listed several projects that are underway to support entrepreneurship education. These projects entail—

- implementing an instructional program on the free enterprise system in all vocational programs,

- developing a center for small business at Pueblo Community College,
- awarding small business management certificates at Colorado Mountain College, and
- establishing a small business institute at Arapahoe Community College.

As this indicates, Colorado is very much in the developmental mode of entrepreneurial programming that is predominately focused at the community college level.

Florida, on the other hand, stated at the forum that every vocational discipline is charged with the responsibility of providing entrepreneurship knowledge and skills within the instructional program of that discipline where appropriate.

In **Maryland** four statewide entrepreneurship conferences have been conducted over a period of 3 years. These conferences were cooperatively sponsored by the Maryland State Vocational Department and the University of Maryland and targeted to high school senior vocational programs for three sessions and postsecondary students in career programs in one session. The most recent entrepreneurship project that Maryland has undertaken is the development of six to eight television programs targeted for secondary and postsecondary students on the subject of applying occupational skills to various entrepreneurship competency levels.

Various agencies in **New York** are working to improve the economic conditions within the State. Based on a comprehensive report from the Task Force on Economic Development in the New York Education Department, the New York Governing Board of Regents made the following recommendation:

> Students at the secondary level should be provided with an awareness of basic economic and business concepts and of entrepreneurial career options, and have access to instruction in fundamental competencies needed for small business ownership and management. Postsecondary students should have access to advanced entrepreneurial instruction which is articulated with, and built upon, foundations established at the secondary level.*

As a result of this recommendation, various efforts are now underway in New York to address the issue of entrepreneurship.

Entrepreneurial-based vocational education programs in **Ohio** span a full range of service areas, age levels, and socioeconomic conditions. Program emphases and activities are—

- the inclusion of entrepreneurship instructional units within a standard job training curriculum at the high school level;
- the establishment of small business assistance centers and full time adult instruction within vocational education institutions where technical assistance is provided to small business operators; and
- intensive instructional programs designed to prepare individuals in actually starting and successfully managing small business operations.

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*From Whelden's presentation at the National Entrepreneurship Education Forum.

In addition, specialized programs are also tailored to the needs of the displaced homemaker and the large farm operator. Over the past several years an intensive 1-week, statewide program in small business management has been provided to a select group of vocational education seniors at Denison University, Granville, Ohio.

In **Oregon**, numerous publications are disseminated throughout the State to assist the secondary-level student and various vocational students in acquiring knowledge of the economic system. In addition, the State distributes various adaptation guides for marketing, office occupations, and career education programs and vocational student organizations (DECA, FBLA, FFA). Special projects in Oregon include the following:

- **Oregon Business Week**, in its fifth year, offers a 1-week program for 300 high school sophomore and junior students in all career fields and 60 teachers. This program provides an inside look at the free enterprise system and how it works as explained by over 150 of some of Oregon's top business leaders;

- **Small business assistance centers**, through the Oregon Legislature, received $500,000 for the 1983-85 biennium to establish a statewide network based at community colleges. The centers are designed to help small businesses develop and improve skills in such areas as marketing, management, and capital formation. Eight community colleges have offered this program with instructors providing a combination of training and management consulting to existing small business and farm owners over a 3-year period.

Texas entrepreneurship efforts extend back to 1978-79 when a demonstration project was conducted for entrepreneurship at six community colleges across the State. The Adult and Community Education Division of the Texas Education Agency operated the project as Small Business Entrepreneur Training Programs. The Governor's Office and Texas Education Agency jointly funded the project, and the Texas Industrial Commission provided technical assistance. Texas representatives indicated that some good information was obtained and documented, but because of limited resources, entrepreneurship was not implemented at that time. Presently many of the junior and community colleges in Texas are conducting courses, seminars, and workshops for small business people.

National Organization Activities

At the National Forum, National leaders shared information on a number of National activities that are currently under way. Among the organizations represented at the forum were: Small Business Administration (SBA), National Association for the Self-Employed (NASE), National Federation of Independent Business (NFIB), Joint Council on Economic Education (JCEE), American Association of Community and Junior Colleges (AACJC), Junior Achievement (JA), Distributive Education Clubs of America (DECA), and Agriculture Education. Following is a brief overview of these organizations and the programs and joint efforts being conducted by them.

Small Business Administration (SBA). James Thomson, associate administrator for management assistance, U.S. Small Business Administration, called for continuing collaboration. In his words,

> Let's work more collectively with the various other government agencies. You know there is nothing wrong with sharing. That's why today you should be asking each other, what can we do collectively to building some of the partnerships that we see out here that are obtainable. How can we better reach the same business person—Those who are in business and those who are going to be getting into business?*

Thomson raised these questions because he feels that the existing networking system already in the SBA structure can be used to establish a broader-based system. The current network includes these groups:

- **Service Corps of Retired Executives** (SCORE) is a volunteer program that links retired business people with management and technical experience with existing or potential small businesses. SCORE was formed in 1964 and has 10,000 counselors in more than 400 locations in all 50 States and Puerto Rico. SCORE offers its services free of charge and receives reimbursement for out-of-pocket expenses from SBA.
- **Active Corps of Executives** (ACE) was established in 1969 and is a working partner with SCORE in furnishing special talents not available through SCORE in a specific location.
- **The Small Business Institute** (SBI) utilizes business school majors, under the guidance of a professor to work with small business persons.
- **Small Business Development Centers** (SBDCs) coordinate and combine a variety of groups from local, state, and federal sources to provide a comprehensive array of management and technical help to existing or potential small businesses for a particular state.

SBA also helps to provide *specialized business ownership training* in communities where it is needed. The Guaranty Bank Loan Program is a critical service provided by SBA. Thomson relates the fact that SBA, with other agencies, are the pieces of an enormous puzzle, with much of what the SBA Agency does remaining unknown. He advocates joining forces with other networking systems to serve small business persons and make sure they have a better opportunity to survive.

National Association for the Self-Employed (NASE). The major purpose of the National Association for the Self-Employed, according to J. Kent Millington, president, is "to foster an environment where entrepreneurship can flourish and to provide support programs for the self-employed in that environment. The former is accomplished largely through lobbying efforts, while the latter comes through seminars and workshops that reach the self-employed."** NASE's educational programs focus primarily on providing reference publications to the self-employed. Their publications include *Slash Your Income Taxes* and *Raising Money for Your Business*.

NASE is expanding its educational programs to include jointly sponsored university-based seminars and workshops. The greatest benefit from these joint activities is that the entrepreneur gains access to the resources available at the university. Millington is interested in expanding NASE's joint efforts to include additional universities, and ultimately, plans to become a broker of resources.

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*From Thomson's presentation at the National Entrepreneurship Education Forum.

**From Milington's presentation at the National Entrepreneurship Education Forum.

National Federation of Independent Business (NFIB). The National Federation of Independent Business is another group that works to promote the efforts of the small business sector. Betsy Schwammberger, NFIB's education director,stated that

> The general purpose of NFIB is to promote the well-being of small/independent businesses by improving the economic climate in which they exist. This is done by increasing the public's awareness of the important contributions small business makes to the American economy, and by making the concerns and opinions of NFIB members known to their elected representatives when they address legislative issues impacting small/independent businesses.*

Along with these activities, NFIB conducts research to find solutions for problems affecting independent businesses and develops educational publications that are available free of charge to the general public. The publications include *Entrepreneurship: Starting a New Business, A Teacher's Guide on Comparative Economic Systems, The Quarterly Economic Report on Small Business*, the *Small Business Economy*, and numerous newsletters and posters.

NFIB is actively seeking ways to disseminate its publications and provide support for other groups. Schwammberger feels that NFIB's strongest resources are its members. With a membership in excess of a half a million people across the United States, these small business owners are eager to spend time conversing with students concerning the realities of owning a business.

Economic education is another area that is being developed by NFIB. Schwammberger informed those attending the National Forum that its "education department is concentrating on increasing an individual's awareness of career options as owners/employees in small businesses, and on promoting economic literacy and a realistic understanding of basic business issues among teachers, students, employees, and other publics."

Joint Council on Economic Education (JCEE). This group vigorously supports NFIB's point of view because they also "strongly believe that economic education should be an important part of entrepreneurial education." John Clow, consumer and business economy director of JCEE, noted in his speech that

> In order to make informed decisions about limited resources, entrepreneurs should have a basic understanding of basic economic principles and be able to use them as tools in making decisions.
>
> Two guiding principles under which the Council operates is that economic education should be a developmental process, just like reading, writing and computation. That is, economics education should start at the lower grades and continue as the student progresses up the educational ladder. A related principle is that economics should be integrated into the existing school curriculum, including units and courses relating to entrepreneurial education.**

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*From Schwammberger's presentation at the National Entrepreneurship Education Forum.

**From Clow's presentation at the National Entrepreneurship Education Forum

Over the years, the Joint Council on Economic Education has developed materials that focus on the needs of the entrepreneurs that are easily adaptable to various educational levels. Teacher inservice training materials have also been generated to provide instructional strategies to implement the programs. These inservice programs are available through the Joint council network system that consists of 235 university-based centers and 50 State Councils throughout the Nation.

Minority Business Development Agency (MBDA). The U.S. Department of Commerce is also interested in collaborating with universities to promote their activities. As pointed out by John Russell, business development specialist, Minority Business Development Agency, U.S. Department of Commerce, President Reagan has issued a presidential initiative to begin a National Management Development program for minority business enterprise by private and public sector partnerships. Russell is quoted as saying "there are many fine small business training networks out there which are not well known or fully utilized."* A national minority business program must tie into these networks and not establish expensive and duplicative new training programs. Some of the program goals of MBDA involve—

- establishing a minority small business training capacity in at least 10 historically black colleges and universities,
- establishing 100 teacher scholarships for entrepreneurship, and
- establishing a department of entrepreneurship in 20 teacher education institutions.

To demonstrate their commitment to interface with existing institutions, MBDA sponsored a project jointly with the American Association of Community and Junior Colleges (AACJC). The Opportunities Industrialization Centers of America (OIC), and SER-Jobs for Progress (SER). The purpose of this project was to provide (1) business management training to 600 minority entrepreneurs and (2) business career awareness activities to 12,000 minority youths during 1983-84.

American Association of Community and Junior Colleges (AACJC). As well as collaborating with the MBDA, AACJC is an innovator in entrepreneurship education. AACJC has established a network of 275 community colleges sponsored by the U.S. Small Business Administration that have provided minority-focused entrepreneurship education for several years. In addition, they have an entrepreneurship newsletter that further enhances the network.

AACJC has also promoted entrepreneurship education through the development of various publications. Some of these include—

- *Womens Business Owners Manual,*
- *Small Business Course for Older Americans,*
- *Putting America Back to Work*, and
- *Small Business Program Management Guide.*

Junior Achievement (JA). Another agency that has long been a promoter of entrepreneurship education is Junior Achievement. For more than 64 years, high school students have learned to organize and operate their own miniature companies through JA under the guidance of an adult volunteer from the business community. During the first JA company meeting, student and advisors decide on a company product, determine the capital structure, and set the amount of money necessary to capitalize the JA company. Each company elects a president and appoints officers from among the ranks of company members. At the end of the JA program cycle, companies convert assets to cash, end production, close sales, and develop an annual report. Student members participate in the organization, operation, and liquidation of their own companies. New curriculum is being developed by JA to add in-school activities for fifth and seventh graders and high school students.

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*From Russell's presentation at the National Entrepreneurship Education Forum.

Distributive Education Clubs of America (DECA). These clubs are committed to the development of the entrepreneurial spirit as part of their goal of "Developing Future Leaders for Marketing and Distribution." Entrepreneurship is a critical focus of DECA because marketing is the critical factor in being classified as an entrepreneur.

National DECA offers five competitive events that relate to entrepreneurship education. Each serves a unique role in developing DECA members' knowledge, skill, and attitudes relating to self-employment. The competitive events provide DECA members with recognition at the local, State, and National level, motivating them to perform better in the marketing and distributive education classroom.

Vocational Agriculture Education. All three areas of vocational agriculture—classroom instruction, Future Farmers of America (FFA), and supervised occupational experience programs—are involved in teaching entrepreneurship.

In addition to the traditional programs in agriculture occupations, more successful entrepreneurial student ventures have emerged. Also in support of entrepreneurship, FFA has two programs through which students earn recognition for excelling in establishing entrepreneurial supervised occupational experience programs—the Agricultural Proficiency Award Program and the American Farmer Degree.

Future Business Leaders of America (FBLA). With its strong business and corporate backing, FBLA helps its students to learn the value of the free enterprise system and an appreciation of the profit motive. Like the other vocational student organizations, FBLA's leadership conference and competitions provide experiences and understanding that cannot be gained through the textbook. These experiences build self-awareness, self-confidence, and an awareness of the individual's own potential, essential in nurturing the entrepreneurial spirit.

As indicated here, there is a plethora of activities and network systems currently in existence. What are the benefits to be gained via a continuous collaboration network? The subsequent section will address the benefits that can be realized if network systems are formed.

BENEFITS

During any period when there are limited funds and other resources available to operate programs adequately are scarce, the question organizations most often address is "How can we maintain existing services, substain improvement efforts, and expand new services without incurring additional expenditures?" This question is particularly critical for entrepreneurship education and training programs.

Successful entrepreneurship education programs cannot be planned or implemented in isolation. Even in places where an organization is given a lead role, no single agency, individual State, or community can effectively plan or create effective conditions for small business training in isolation. A variety of public and private agencies, individuals, and small business owners must work together as a well-disciplined team to generate conditions where entrepreneurship education can thrive.

As evidenced by the National audience assembled at the National Entrepreneurship Education Forum in September 1983, there are several service providers attending to the needs of the same clientele, and more often than not, these agencies are not aware of each other's programs. Therefore, collaboration with other agencies may offer a viable strategy to deal with these concerns. According to Ferrini (1980), without coordination, cooperation, and collaboration, the overall entrepreneurship education delivery spectrum can be characterized as—

- having unserved or underserved clientele who fall through the cracks between agency mandates,
- demonstrating inefficient use of resources,
- exhibiting poor or nonexistant linkages between related services,
- having an inadequate referral network to help users locate the services they need, and
- consequently competing with other organizations for clientele and/or Federal and State dollars.

These conditions currently exist in the entrepreneurship education sector as there is no communitywide approach to meeting the needs of any specific group with multiple needs. Such an inefficient use of resources is costly both to the taxpayer and to the clients for whom the services are intended. Cooperation and collaboration among public and private agencies, individuals, and small business owners offers a viable solution to this problem. By bringing together key groups, there is an opportunity to develop a comprehensive and realistic picture of the needs of any underserved client in the community and to identify means to serve those needs. The network of State task forces for entrepreneurship education and training provides an example of cooperation and collaboration at work.

Ferrini and others (1980) state that the benefits of collaboration are—

- sharing organizational perspectives on the needs of clients,
- sharing information about services currently offered to clients,
- identifying the most critical, unmet needs of clients,
- identifying new programs or new linkages between existing programs that would meet these crucial client needs,
- sharing organizational resources that could be pooled to develop needed new programs,
- planning and implementing of new programs to be carried out by organizations holding needed resources,
- developing long-term collaborative relationships among these organizations to ensure continued communitywide efforts to identify needs and develop programs for their common clientele.

National entrepreneurship education leaders agree that these benefits of synergistic collaboration apply to entrepreneurship education as well. Nationally recognized spokespersons at the National Forum provided important messages to this effect:

- **Edward Miller, Chairperson, National Advisory Council for Vocational Education**—In 1979, the National Advisory Council for Vocational Education (NACVE) distributed a publication entitled "Preparation for Self-employment: A New Dimension for Vocational Education." Key points expressed by the council in this paper were that entrepreneurship, as a by-product of vocational education, needs to be developed. According to Miller, this is where we are today. We know surprisingly little about where entrepreneurs come from, what they are like, and how education might better nourish and instruct the entrepreneurial impulse. He strongly advised that linkages with advisory councils, student organizations, and other private sector groups be nourished to help vocational education expand its horizons, provide new options for students, and increase productivity through involvement in entrepreneurship.

- **Jack Struck, Executive Director, National Association of State Vocational Education Directors of Vocational Education**—Struck noted that the National Association of State Directors of Vocational Education (NASDVE) is thoroughly committed to accomplishing infusion of entrepreneurship into vocational programs, and stands ready to encourage and help in any way possible. Just as we have long known that vocational students need more job-readiness skills in addition to occupational skills, we now know that the majority of job openings for those entering the work force will come from small businesses rather than from large corporations. Our graduates must be prepared for this reality.

- **Charlotte Taylor, former Executive Director, Presidential Task Force on Women Business Owners**—As in the case of America's ethnic minorities, women, as a part of the American small business enterprise system are an untapped resource. Recognizing this disparity, women have captured the Administration's attention. Charlotte Taylor of Management Group/Venture Concepts reported that there is currently a quiet revolution occurring in America. This revolution is the increasing feminization of new venture creation in this country. Today, women are becoming the new immigrants of the 20th century. That is, more and more women, like immigrants of the past, are choosing business ownership as the fastest route into our economic mainstream when they find the traditional avenues of upward mobility blocked because of their gender. However, women face different problems than men in starting enterprises, which is an added concern.

- **Paul Donais, Faculty of the Institute for Management Competency, American Management Association**—Donais emphasized that in many ways, this is the best of all times for small business entrepreneurship with small business enterprise generating nearly two-thirds of all new jobs in the United States. Even the corporate sector now clamors for new devices by which to instill that small business, entrepreneurial spirit into their companies.

The message clearly articulated by these National leaders is that networks to service the needs of the entrepreneur do exist; however, they are all working in their separate environments. The question becomes "How do we coordinate the myriad entrepreneurial efforts operative across the Nation to create a comprehensive entrepreneurship education program?" And further, "What are the needs of these diverse deliverers of entrepreneurial services and programs?" Education for the entrepreneur, as evidenced by our country's economic condition, is a critical need that transcends all individual public and private sector needs.

CHALLENGES

The "Challenges" include six components that comprise a complete synergistic system: (1) commitment, (2) cooperation, (3) coordination, (4) consensus, (5) collaboration, and (6) communication. This system moves from a broad strategy of obtaining commitment at the National level to developing specific collaborative strategies at the local level. While collaboration is identified as a separate component, it should be remembered that collaboration is the ultimate goal of the Agenda for Action. Each component, therefore, should be viewed in relation to the the goal of collaboration for entrepreneurship education and training.

In the following pages, each component will be described by using activities from the National Forum and the Oklahoma project. Use of this synergistic approach will enable the educational system to assume a major role in developing entrepreneurship for the future.

Commitment

The initial step in moving toward change is to convince key resources holders who can affect the change that there is an opportunity for them to have an impact on a major problem. Because of its historical commitment to vocational education and its reputation for cooperation with diverse groups, the National Center assumed the leadership role in obtaining commitment from and in facilitating the organization of the nine State task forces.

First, the State vocational directors in these nine States were asked to organize State task forces consisting of key diverse entrepreneurial leaders within their States, and were encouraged to become active members in the National network for entrepreneurship education. To safeguard against forming inefficient networking teams, each State vocational director received a personal invitation from the Executive Director of the National Center to become actively involved with the State project. This written communication was followed up with a call from the entrepreneurship project director to the state directors to explain the total project and to solicit support. The State vocational directors solicited like support from their individual state task force members.

To support further the need for and importance of commitment to entrepreneurship education as a viable option for economic development, David Birch (1979) of the Massachusetts Institute of Technology was mentioned as having stated that most new jobs are created by the expansion of existing firms and the birth of new enterprises.

Likewise, Peirce and others (1979), in their study *Economic Development: The Challenge of the 1980's*, pointed out several important assessments supporting the small business sector's role in the revitalization of the American economy. They feel that now is the proper time for politicians of all viewpoints to come together in support of small business and celebrate its unique contribution to the country. They also firmly believe that

> the requisite coordination and focus of state/local economic development activities are not possible without the personal interest and commitment of each respective governor.

The chief executive alone has the authority to formulate an overall state strategy and obligate individual departments, traditionally busy with their own agendas and responding to their particular constituencies, to take heed of and reorient their activities around the state's basic economic growth strategy. Today's challenge is to make the state an active entrepreneur—or helper of entrepreneurs—in a fair and politically acceptable way.

The first step, therefore, for anyone to launch an economic development effort is to develop a constituency and win the support of political leadership both at the National and State levels. Accepting these profound statements made by Peirce as essentially correct, each State vocational director was encouraged to invite the Governor of his or her State to address each respective State task force. As evidenced by the following examples, State task forces did just this as they embarked upon their innovative educational pursuit to provide training for the potential, existing, and future small business sector.

The speaker at **Ohio's** State task force meeting represented the Ohio State Department of Development. He shared with the group the Governor's working papers and the State's specific plans to support the small business sector. As a result of the Governor's staff involvement in the meeting, Ohio's vocational education community was able to become involved in the Governor's Conference on Small Business.

Texas, on the other hand, was able to hear from the recently appointed small business coordinator to the Governor's newly created small business office. After having observed the morning session of the task force activity, the small business coordinator agreed to become a member of the State task force and to work with the group cooperatively as she developed a framework for her new office. The remaining States, in many instances, had appointed task force members from the economic development department of the State.

Obtaining the support of the States' commissioners of education was also very important to the success of the entrepreneurship effort. Consequently, in **Missouri**, the commissioner of education addressed the State vocational education staff and appointed task force members at a dinner meeting. The commissioner's comments reiterated the importance of the small business sector's contribution to Missouri's economy and pledged his support for the entrepreneurship State task force efforts in partnership with the National Center.

Oregon also invited its State commissioner of education to meet with the task force over lunch. During the luncheon, the commissioner announced his support of the entrepreneurship effort and presented task force members with a personally signed certificate in appreciation for their membership on the task force. Students who were participants in entrepreneurial activities on the secondary and university levels were also invited to the luncheon to discuss their programs and to identify those activities that they thought would work well in their particular educational settings. The student's recommendations played an important part in some of the decisions that were later made by the group in the planning sessions.

During the luncheon at the **New York** task force meeting, one of the reputable bankers from the area presented the Chemical Bank report entitled "Small Business Speaks" (Research & Forecasts, 1983). His talk provided the group with information contained in the first comprehensive effort to document the professional and personal concerns of small business owners in the New York metropolitan area.

Despite the fact that neither the Governor nor the commissioner of education were present at the State meeting, their support of the entrepreneurship education thrust was evident either through signatures on appointment letters or certificates of recognition.

Cooperation

A great number of entrepreneurship activities are evolving as a result of commitment to the entrepreneurship movement, and as indicated by the various networking activities already underway, a greater degree of cooperation is emerging. Conferences are an especially productive way to share information about activities and encourage cooperation. The two conference recently held by the Oklahoma and National Center projects exemplify this trend of informal networking.

National entrepreneurship conference. The Oklahoma project sponsored a National entrepreneurship conference in Washington, D.C. in January 1983. This conference encouraged cooperation among a diverse group of individuals who represent many of the States as well as National groups that support entrepreneurship education. Participants represented vocational educators, minority business development agencies, federal agencies, national associations, industry, chambers of commerce, and universities.

Major presentations on entrepreneurship were made by key leaders including Dr. Robert M. Worthington, Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education; Dr. H. Naylor Fitzhugh, project consultant, Pepsi-Cola Company; Betsy Schwammberger, director of education, National Federation of Independent Business; Malcolm Baldrige, Secretary, U.S. Department of Commerce; and Dr. Terrel Bell, Secretary, U.S. Department of Education. Cooperation was particularly encouraged in small group sessions that addressed such questions as the following:

- What specific types of help do entrepreneurs, particularly minority entrepreneurs, need in achieving economic independence?
- What is the role of vocational-technical education in articulating entrepreneurship skills training with other agencies?
- What is the role of business development centers in articulating entrepreneurship skills training with vocational education and other agencies?
- How can training strategies best be articulated and resource guidebooks disseminated?
- How can resource people be identified?
- Where should local seminars be held and who should attend?

National Entrepreneurship Education Forum. Participants attending the National Center's forum in Columbus, Ohio, September 1983, came from all areas of the country and represented all sectors of the entrepreneurship education community. To encourage a cooperative spirit among the conferees, participants were asked to prepare a two- or three-page paper discussing their organization's activities as they related to entrepreneurial development based on the National Center's lifelong learning model (see chapter 1 for discussion of the framework for lifelong entrepreneurship education). In an effort to share this information through an informal process, small group sessions were held. These sessions sought to accomplish six basic objectives:

- To provide each participant with an opportunity to present her or his entrepreneurship education program
- To develop a general profile of the entrepreneurship education programs represented at the forum based on the framework of the lifelong learning model
- To identify barriers and problems affecting the success of the programs
- To identify facilitators for overcoming program barriers and problems
- To identify three to five activities that the group could accomplish by May 1984
- To develop plans for accomplishing these activities

In summary, the problems and need for action as identified in the small group sessions that addressed each stage of the lifelong entrepreneurship education framework, focused on several priority areas. The significant problems or barriers that were identified included the following:

- Everyone (students, teachers, state staff, counselors, administrators, and so forth) lacks awareness and understanding of the career options offered by entrepreneurship.
- Entrepreneurship has not been identified as a priority in State and local vocational education, and therefore, has difficulty competing with established priorities for time, money, personnel development, and so forth.
- Many other groups (public and private sector) are working to assist the development of entrepreneurs, but vocational educators are unfamiliar with these groups, and have few established linkages.
- Vocational educators have little awareness of the impact on jobs of current and future economic changes, and thus, the critical need to develop entrepreneurs.
- Because various groups provide a wide range of services to current and future entrepreneurs, communication must be established within vocational education systems as well as with outside groups.

The most often suggested solutions included the following:

- Continuation of the efforts of the National Center to assist interested groups in networking
- Systematic appraisal of the research on entrepreneurs and wide communication of these findings to the field
- Development of resource matrices for promoting easy access to a wealth of materials and possible computerization as a database
- Support for entrepreneurship education as a focus area for vocational education preservice and inservice programs
- Support for present and future entrepreneurship initiatives in local areas (i.e., legislation, training workshops, State planning, and communciations opportunities)

As evidenced by the presentations made at the National Forum, there are a myriad of services and products available to the entrepreneur from a variety of sources, but very little coordination exists between and among these groups. Clearly, the messages articulated at the National Forum demonstrates a willingness to join forces to combat the giant problem of inadequate education and training for the small business owner.

Coordination

Coordination is the process of organizing key actors into a cohesive team. The outcome of this component is development of a plan of action that has the full support of the all team members. Key actors share information about activities and resources within their respective organizations that are committed to reach a "desirable condition." Again, the National Center's State task force development activity will serve to exemplify the process of developing coordination.

The first step in initiating an integrated working relationship among diverse agencies is to embark on a personal awareness program. Therefore, prior to attending the State planning session, task force members were asked to prepare a one- to-two page descriptive overview of their organization's entrepreneurial activities and resources. During the opening session of the meeting, task force members were provided 3 to 5 minutes to share information about these activities and available resources. In addition, informational materials were distributed to group members.

Once a general picture of the existing activities and resources among the group had been identified, a plan of action was developed in a three-stage process. In stage one, a single major program focus was selected as a target for the team's efforts. (The selection of one program, at this time, does not preclude the development of other program options at some future date.) In stage two, the group selected one or more major approaches to carry out the chosen program. In stage three, committee assignments were made for the specific strategies and/or tasks that were generated to implement the program. Also dates were scheduled for future small group committee planning sessions and a date to reconvene the total task force as a group was also decided.

By the end of stage three, each task force had committed itself to implementing a very specific action plan. This plan enabled each entrepreneurship State task force to take its first step toward infusing entrepreneurship education in vocational and adult education. A typical agenda for the State task force planning sessions is illustrated on the subsequent pages.

As a result of the first task force meeting, a specific plan of action was developed based on the activities already in place and the commitment of those chosen State leaders. Each State plan of action is appropriate to that particular State and is innovative because of the input of all task force members.

Once the first meeting was completed, the National Center's role as change agent was transferred to the State liaison representative. Ongoing coordination of responsibilities lies within each State so as to ensure follow-up and cooperation at the State level. At the same time, the National Center staff maintains the role of facilitator for all the activities at the National level. This involves coordinating activities between States as well as serving as a resource for each State liaison.

SAMPLE AGENDA

PROMOTING ECONOMIC DEVELOPMENT THROUGH ENTREPRENEURSHIP EDUCATION AND TRAINING

Ohio Entrepreneurship
State Task Force Planning Session

October 31 - November 1, 1983

Theme: Establishing an Interdependent Community: Interagency Collaborative Planning for Entrepreneurship Education

Purposes:

(1) Focus on Ohio's commitment to entrepreneurship and small business

(2) Feature current entrepreneurial education and training in the State of Ohio

(3) Develop a specific action plan to improve entrepreneurial education and training opportunities for existing and future entrepreneurs in Ohio

(4) Initiate a collaborative working relationship among diverse agencies

October 31, 1983

8:30 a.m. Welcome: Dr. Darrell Parks, State Director, Vocational and Career Education
Ohio Department of Education

8:40 a.m. Program Overview: Dr. Novella Ross, Director, Entrepreneurship Education Project
The National Center for Research in Vocational Education

8:55 a.m. Introduction of Speaker—Dr. Darrell Parks

9:00 a.m. Speaker: Governor Richard Celeste, Governor of Ohio, State Capitol

Topic: "Make Ohio the Premier State for Stimulating and Supporting Entrepreneurship and Small Business"

9:30 a.m. Group Presentations: (Task Force Members—Highlight entrepreneurial activities of summary paper)

Facilitator—Sonia Price, Assistant Director, Coordinator of Program Services, Division of Vocational Education

11:30 a.m. Lunch on the Lane (Carpooling)

1:00 p.m. Group Activity: Facilitator—Dr. Novella Ross

Session One: Moving from a General Theme to a Specific Program Focus

Step A: Identify a Range of Programs

Step B: Identify Preferred Programs

Step C: Select One Program to Plan

5:00 p.m. Adjourn First Session

November 1, 1983

8:00 a.m.	Group Activity: Facilitator—Dr. Novella Ross
	Session Two: Choosing One Strategy to Initiate Your Program
	Step A: Identify a Range of Strategies
	Step B: Identify Preferred Strategies
	Step C: Select One Strategy to Plan
	Step D: Gauge Community Support for Your Selected Strategy
12:00 noon	Lunch (Catered at the National Center)
1:00 p.m.	Group Activity: Facilitator—Dr. Novella Ross
	Session Three: Developing an Action Plan
	Step A: Identify and Sequence Tasks
	Step B: Develop an Action Plan
	Step C: Gauge Community Support for the Team's Action Plan and Finalize Plan
5:00 p.m.	Adjourn Meeting

Consensus

Every effort must be made to ensure that each organization agreeing to cooperate on a team is an equal partner in the planning and implementation of programs. Despite the status of any one organization—more resources, greater visibility, or political power—no one organization can be dominant.

A genuine effort to develop collaborative relations among organizations starts by exacting a considerable and continuous time commitment. Since collaboration is designed to cross organizational barriers and to develop a new means and mode of communication, participants must have time to share information and ideas, to develop mutual trust and respect, to iron out problems and differences, and to gain support for the collaborative effort from their organizations and the community at large.

Also, in order for a collaborative effort to be successful, a very carefully *systematic plan* must be developed. According to Ferrini and others (1980), this is accomplished when organizations take clearly defined steps to consider a broad range of options, objectively analyze the relative strengths and weaknesses of these options, and gradually build consensus for a detailed plan of action that all organizations can support. If organizations are to contribute resources to the development of a needed service, they must be able to help shape the planning of that service.

In developing the Agenda for Action, it was determined that the role of the change agent was to act as a facilitator for group activity and to provide unbiased leadership. National Center staff acted as group facilitators as part of the National Center project's goal of establishing State task forces. As a team leader and facilitator the National Center staff ensured that each person's perspectives were understood and honored. The key to serving as a successful change agent depended very much on the National Center staff's ability to be objective and impartial as well as knowledgeable.

Key to establishing the State task force was to gain commitment from the State vocational director. Therefore, a systematic and logical collaborative process for the task force meeting was designed and presented to each State vocational director. This process was instituted to ensure that task force members would be able to concentrate their efforts on the content of the team's work, while leaving the management of the effort to an outside facilitator.

After an extensive orientation process was provided to the State vocational director and an affirmative response was received as to his or her willingness to participate as a lead State, State liaisons were appointed to work with the National Center project staff. Once the State liaisons were identified, they were provided an orientation to the project at which time project expectations and responsibilities were outlined. The primary responsibilities of the State liaison persons were: (1) to organize the State task force; (2) to arrange the first meeting; and (3) to serve as the State representative for entrepreneurship education initiatives at National, State, and local levels.

Next, State liaisons were advised to identify actual member organizations believed to have the most resources to contribute to the programming of entrepreneurship education and/or the most services to provide to the entrepreneurial sector. It was crucial to the success of the State effort to involve key decision makers from these organizations. The four sectors that were identified, and the organizations within each sector, are as follows:

- Public and private education
- Government agencies
- Business firms and associations
- Private sector initiatives.

A variety of organizations that could participate in this planning effort were identified as follows:

- **Public and private education**

  —Vocational education
  —Adult education
  —Career education
  —Postsecondary education
  —Teacher education

- **Government agencies**

  —Small Business Administration
  —Department of Commerce
  —Department of Labor

—Department of Energy
—Economic development
—Legislators

- **Business firms and associations**

—American Management Association
—American Marketing Association
—National Federation of Independent Business
—International Council for Small Businesses
—Junior Achievement
—Retail Merchants Association
—Joint Economic Councils
—American Vocational Association
—Chamber of Commerce

- **Private sector initiatives**

—Vocational youth groups
—Small business development centers
—Small business institutes
—Service Corps of Retired Executives and Active Corps of Executives
—Minority business development centers
—Job Training Partnership Act (JTPA)

To summarize, ideally each task force member should be the primary decision maker within his or her organization, should have the support of his or her superiors, and should make a commitment to attend all scheduled meetings.

Collaboration

As stated previously, the ultimate goal of the Agenda for Action is to facilitate collaboration activities that will impact on all the diverse groups involved in entrepreneurship education and training. Collaboration is the key to a synergistic effect on current and future entrepreneurs. This Agenda for Action recognizes the need for collaboration at all levels—Federal, State, and local as well as levels in between.

It was very important that Oklahoma State University and National Center projects be supportive of and encourage nationwide commitment to entrepreneurship education in nonduplicative ways. To ensure that appropriate collaboration existed between the two projects, the nine State task force meetings were held prior to the local Oklahoma workshops in the nine selected sites. At these meetings the State task forces developed a program focus to infuse entrepreneurship education in vocational and adult education across all levels on a statewide basis. The State task force members agreed to serve as facilitators at the local seminars, sponsored by Oklahoma, to promote the State's program focus, and to assist the local networks in devising strategies to utilize the materials developed by the Oklahoma project.

Local Seminars - Oklahoma Project. As a result of conducting 2-day seminars in 20 locations nationwide, the following collaborative efforts are being conducted under the leadership of local steering committees:

- Miniworkshops at statewide educator's meetings
- Plans to utilize existing resources to meet the unmet needs of entrepreneurship education
- Local task forces
- Distribution of conference proceedings
- Comprehensive files of successful entrepreneurship education programs
- A hotline
- Public TV as a statewide catalyst
- Display booths for career and college fairs
- Master plans for entrepreneurship to be presented to the U.S. Department of Education and to the State legislature

Lead State Collaboration Plans (National Center project). The nine lead States have developed specific action plans to initiate State efforts to infuse entrepreneurship educaton in vocational and adult education. Many of the planned program efforts include—

- identifying ongoing programs and resources within their State;
- developing programs to coordinate student work in and/or exposure to the business world;
- developing a Statewide directory of educational assistance for entrepreneurs;
- developing a multilevel entrepreneurial education program;
- developing specific strategies to work with vocational students, all educators, and the general public to promote entrepreneurship education; and
- developing a statewide curriculum as part of the vocational, technical, and adult education programs.

The strategies selected to implement these programs include—

- conducting regional workshops within the State to continue the Oklahoma project workshop model;
- requesting the State board of education to develop policy that encourages local educational agencies to assign resources to the entrepreneurship effort;
- implementing pilot projects;

- developing summer workshops for teacher inservice training;
- designing special materials for counselor use; and
- incorporating the identified strategies into a 5-year plan, and
- establishing 8 regional task force groups to launch the State program.

To ensure that collaborative planning followed the initial meeting, committees were organized to devise specific detailed plans to carry out the programs. Every attempt was made to assign committee members to tasks based on their expertise and the best utilization of their organization's resources. Future meeting dates were scheduled to ascertain that the collaborative effort would be ongoing and that the action plans in each state would be implemented in a timely fashion. To extend further the collaborative, networking process, State task force members served as facilitators at the local Oklahoma seminar.

Since collaboration among the nine lead States is very important, plans to organize a National consortium for entrepreneurship education were supported by convening the State representatives at the National Entrepreneurship Education Forum. At that time, the State representatives were provided with an opportunity to share information about their State programs and to discuss their future entrepreneurship activities.

A second opportunity was provided for the States to collaborate at the AVA convention in Anaheim, California. During a half-day session, the group heard reports from the Ohio and Texas State liaisons concerning their task force sessions. Specific recommendations were made to the group concerning length of meeting (1 day versus 2 days), number of participants to serve on the task force (12-15 versus 25-30), and types of representatives elected to serve (one to two educators versus representatives of each occupational discipline). Since Texas hosted a 1-day meeting with approximately 20 persons in attendance and Ohio held a 2-day meeting with about 28 persons present, the recommendations were quite diverse. The group agreed that a smaller group in a 1-day planning session was the most desirable type of meeting to conduct.

There was also a recommendation to limit the number of State educators serving on the task force. In Ohio, there were 8-10 educators from the State Department at the meeting. Clearly, this overbalanced the scale in favor of the State staff, and consequently, the question of equal partnership and equity to the other task force members became an issue. The apparent reason for involving a large number of State staff was to ensure their support for the program that would later be implemented. However, there are a couple of alternatives that can be used to achieve State department support: (1) State staff members can be introduced to the entrepreneurship concept in a separate meeting and their support solicited at that time or (2) a key decision maker from the State staff can support the concept and relate this to the entire staff.

Additional agenda items at the AVA convention included the final product development cycle and time lines for product submission. A major item on the agenda, however, was the discussion concerning organizing the group as a consortium. The task force members supported the consortium concept and agreed to the following:

- The organized group would take the form of a consortium
- The National Center's entrepreneurship staff would solicit funds from appropriate resources to support the consortium effort.

- Funds solicited for the consortium would be used to support travel expenses for task force members to scheduled meetings. For example—
  - travel to the second National Entrepreneurship Education Forum to meet with new State entrepreneurship liaisons;
  - travel to scheduled meetings to share ideas and program activities from first year entrepreneurship task forces, apart from AVA activities; and
  - personnel development activities during the previously mentioned meetings.
- The first nine lead State representatives could hold workshops for the new lead States to discuss priorities and progress to date.
- At AVA in New Orleans in 1984, the first nine State representatives will either make presentations or be available for roundtable sessions. Some states will have products to share, while others will have activities to report.
- The states involved would consider hiring a half-time staff person or diminishing the work of a present staff person, if great strides are expected from this thrust.

The actualization of the consortium would enable the National Center to provide technical assistance to the States in their quest for information through workshops and other personnel development activities. Project staff could also facilitate the network's travel activities and AVA participation, as well as serve as a broker of services and a clearinghouse for product and information sharing and dissemination activities.

The staffing consideration identified by the States is an issue that must be resolved by the State vocational director and the State staff. Most of the State liaisons have emphasized on several occasions that they are juggling 5-10 additional job responsibilities concurrently while acquiring this additional entrepreneurship task. To keep a diverse group collaborating requires extensive people contact and is no small task. A cursive examination of the action plans developed by the States reveals that there are (1) massive training needs, (2) curriculum adaptations, and (3) data collection techniques and dissemination strategies to be implemented. For the tasks to be completed adequately, a half-time person and/or release time for the existing State liaison is not only warranted but is critically necessary.

The consent of the group to organize as a consortium is the first step toward the development of a National network for entrepreneurship education. The challenge this opportunity affords the National Center remains to be realized. The identification of resources to support the consortium will require an extensive marketing campaign to the public at large. What type of organization would be interested in supporting a network to educate the potential, existing, and future entrepreneurs? What is the value of a network of States, under the leadership of vocational education, to the small business sector? These questions and more will have to be answered before the consortium idea moves from a mere concept to actuality.

Communication

Communication, according to Naisbitt (1982) and Ferguson (1980), is an important part of the process of networking. It sustains linkages between people and clusters of people. Networking activities that enhance communication include conferences, workshops, forums, phone calls, and print and electronic communication. If done effectively, they promote the creation and exchange of knowledge and ideas.

The communication process serves as the common fabric that binds all the components of the Agenda for Action and guarantees the successful synergistic outcomes of the whole system. Well-designed communication systems ensure that the following benefits of synergism result:

- Shared organizational perspectives on educational needs
- Shared information on existing services and resources
- Identification of common unmet educational needs
- Shared leveraging strategies to match known needs with known resources

Communication efforts of both the Oklahoma and the National Center projects have resulted in a number of information sharing activities. Examples include technical assistance provided nationwide, articles published in major journals, planning for the newly initiated thrust within the International Council for Small Business (ICSB) to establish a vocational education division, and identification of successful entrepreneurs with vocational education.

Further, efforts to establish an effective communication network to meet vocational education needs are facilitated, in part, through information and referral services in the National Center Entrepreneurship Education Network Project. Service components include a news release service, the New Venture Newswire, interaction with relevant databases, telephone and mail contacts, and technical assistance. Each of these services is discussed in the following pages.

News release service. The purpose of the news release service is to disseminate recent print information on entrepreneurship education through targeted mailings sent to appropriate newsletters and other media. News releases are targeted based on content and items of geographic interest. The news release network is designed to promote an awareness of entrepreneurship education in vocational education. News releases are sent out periodically to approximately 1,300 education journals and newsletters, State and National agencies, and persons affiliated with entrepreneurship education.

The operation of the news release service is truly a networking operation. Feedback and information received from the field provide the content for news releases which are then disseminated to interested parties. This networking process is an excellent tool for promoting positive effects of entrepreneurship in vocational education.

The New Venture Newswire. The purpose of this newsletter is to deliver recent information on entrepreneurship electronically. As such, it is designed to facilitate the infusion of entrepreneurship education into vocational education at the secondary, postsecondary, and adult levels. Updated monthly, the *New Venture Newswire* (NVN) meets the information needs of educators, State departments of education, entrepreneurs, and National and Federal organizations. Delivered monthly through an online computer network, the NVN contains information about—

- new venture success stories,
- innovative resources for entrepreneurship education,
- leaders in entrepreneurship,
- announcements of workshops and other events of interest to entrepreneurs and entrepreneurship educators,
- short "tidbits" containing recent statistical information, and
- words and phrases used by entrepreneurs, called "entrepreneurese."

Since the concept of electronic communications is relatively new, several strategies are being implemented by the project staff to disseminate information about the New Venture Newswire. They include—

- letters mailed to members of the online service,
- online computer demonstrations of the newsletter at workshops and the National Forum,
- selective distribution of print copies,
- collaborative activities with lead States to obtain information for publications,
- news releases sent to appropriate media,
- printed handouts distributed at workshops, and
- distribution of project profiles.

Databases. Another communication method being implemented by the project staff to make entrepreneurship education information accessible to many publics is interfacing with appropriate databases. For this facet of the networking process, information about entrepreneurship is collected and stored in databases for retrieval by educators, administrators, researchers, Federal and State agencies, and current and potential small business owners. Formal and informal data collection methods are ongoing and include—

- conducting literature reviews,
- reading and routing newsletters and periodicals,
- obtaining copies of speeches and other presentations,

- previewing films and videotapes, and
- examining curriculum products.

Selected items are then recommended for inclusion in the ERIC (Educational Resources Information Center) System, the VECM (Vocational Education Curriculum Materials) database, and the ROME, (Resource Organizations and Meeting for Educators) database. Including entrepreneurship education information in these databases makes it accessible to many audiences.

In addition to interfacing with appropriate databases, the Entrepreneurship Education Network Project staff encourages the use of National Center's computer-based message switching. This telecommunications linkage network is designed for personnel in State departments of vocational education, research coordinating units, State vocational education curriculum liaison offices, curriculum coordination centers, related vocational information centers, the U.S. Department of Education's Office of Vocational and Adult Education, and the National Center.

Telephone and mail contacts. A central coordination point for recording telephone and mail contacts has been established for the purpose of internal processing and reporting, reference for future dissemination or information-gathering activities, and support of a linkage network of resource persons and materials in entrepreneurship education.

Phone and mail contacts were made with 548 National, State, and local groups, public and private sector agencies, or individuals involved in, or interested in, any type of entrepreneurship education, or providing or requesting support services for future or existing entrepreneurs.

Technical assistance. The National Center staff are available to provide advice, ideas, and resources to each state. And additional technical assistance is available to states on a cost recovery basis.

Summary

In summary, the final section identifying communication strategies provides the feedback loop for the entire Agenda for Action (figure 7). Now that the ABCs of entrepreneurship education have been explored as they currently exist, it is appropriate to review the outcomes of collaboration in the nine lead states and consider recommendations for vocational education leadership for the future.

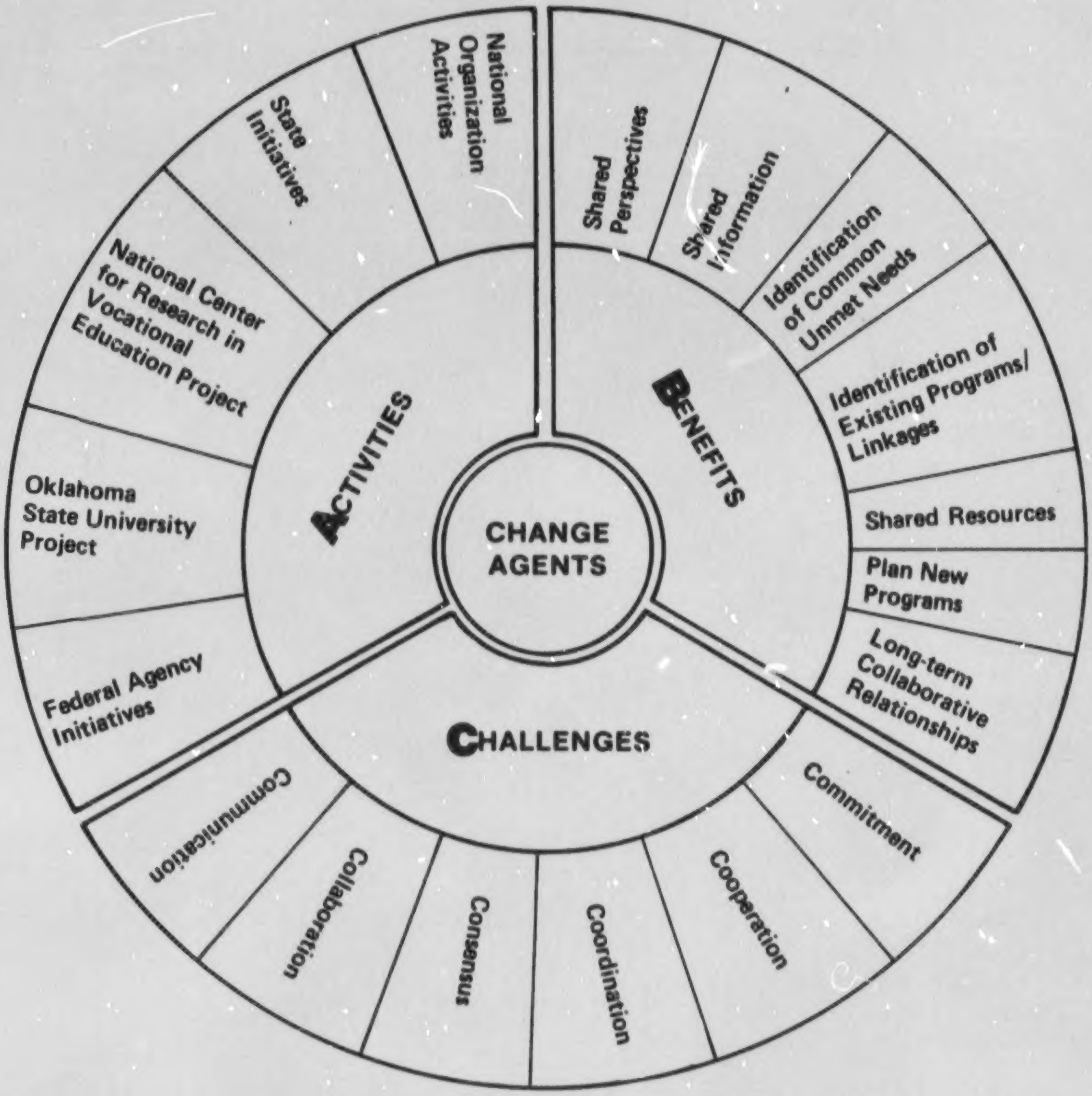
CHANGE AGENTS
ACTIVITIES
National Organization Activities
State Initiatives
National Center for Research in Vocational Education Project
Oklahoma State University Project
Federal Agency Initiatives
BENEFITS
Shared Perspectives
Shared Information
Identification of Common Unmet Needs
Identification of Existing Programs/ Linkages
Shared Resources
Plan New Programs
Long-term Collaborative Relationships
CHALLENGES
Commitment
Cooperation
Coordination
Consensus
Collaboration
Communication

Figure 7. The agenda for action for entrepreneurship education

CHAPTER IV

ACTION PLANS OF LEAD STATES

The brief summaries of nine action plans reported in this chapter resulted from the State entrepreneurship planning sessions conducted across the country (one in each U.S. Department of Education region). The nine sites were selected by the National Center's staff and approved by the U.S. Department of Education, Office of Vocational and Adult Education (ED-OVAE). Site selection included the following criteria: (1) the state must be an approved site for the Oklahoma project; (2) the National Center's project staff perception of the State's ability to organize a network of diverse sectors; and (3) the State director's (Vocational Education) approval of State participation.

Once the State director's approval was received and State staff were assigned to the project, the State task force meetings were planned and scheduled. The meetings were designed to assemble key actors who have the position and commitment to support new programs and changes in existing programs for entrepreneurship education—from diverse organizations within each State—for the purpose of collaborating and developing a specific plan of action.

The components of an action plan included the following:

1. Description of the team, its members, its history, and its overall purpose
2. Statement of the team's program focus with brief rationale
3. Statement of the team's initial strategy
4. Statement of major tasks the team will perform and timetable
5. Projected date for implementing the team's strategy and/or project update

The plan of action for each State follows in alphabetical order.

Colorado State Task Force on Entrepreneurship Education: Plan of Action

Theme:

Establishing an interdependent community: interagency collaborative planning for entrepreneurship education.

Purposes:

- Focus on Colorado's commitment to entrepreneurship and small business.
- Feature current entrepreneurial education and training in the state of Colorado.
- Develop a specific program focus to improve entrepreneurial education and training opportunities for existing and future entrepreneurs in Colorado.
- Initiate a collaborative working relationship among diverse agencies.

Membership:

The task force team is made up of the following individuals and organizations:

Leonard Hergenreter, State Board for Community Colleges and Occupational Education

Marj P. Leaming, State Board for Community Colleges and Occupational Education

Ray Dowdle, Small Business Administration

Jim Henderson, National Federation of Independent Business

Don Jansen, Colorado Association of Commerce and Industry

Yusuf Kauroma, Colorado Minority Business Development Agency

Evan Metcalf, Department of Commerce and Development

James Moore, Governor's Job Training Office

Marlene Ospina, Women Business Owners' Association

John Padilla, Minority Business Development Center

Jim Podolak, Division of Community Colleges, State Board for Community Colleges and Occupational Education

Joan Ringel, Office of Regulatory Reform

LaKay Schmidt, Colorado Council on Economic Education

Bill Schultz, Colorado Retail Council

T. J. Thurow-Hankerson, External Affairs Liaison, State Board for Community Colleges and Occupational Education

Alex Wilcox, Colorado Alliance of Business

Jean Yancey, Jean Yancey and Associates

Team History:

The Colorado Entrepreneurship State Task Force met Friday, January 20, 1984. The task force was organized in response to a National direction for promoting economic development through entrepreneurship education and training sponsored by the U.S. Office of Vocational and Adult Education, the U.S. Department of Education. The meeting was conducted by the State Board for Community Colleges and Occupational Education in collaboration with the National Center for Research in Vocational Education, The Ohio State University, with facilitator Dr. Novella Ross, Project Director of Entrepreneurship.

1. The task force members introduced themselves and described themselves and described the role of their organization in entrepreneurship education and training.
2. The task force identified and clarified 14 programs that generally address the need to improve entrepreneurship education programs. Criteria for identifying preferred programs were determined and applied to each program in order to move from general themes to a specific program focus.
3. The task force selected one major approach to carry out the program focus and then identified strategies to ensure its achievement.

Program Focus:

The Colorado Entrepreneurship Task Force will be an ongoing collaborative consortium of agencies (business/government/education) supporting entrepreneurship education and training.

Initial Strategy:

The task force developed three committees for the following objectives.

- To identify and evaluate existing, ongoing programs and resources.
- To review and recommend curriculum to complement/augment current educational programs in entrepreneurship; educate teachers/administrators to use curriculum; and ensure its implementation.
- To promote, publicize, and market efforts in entrepreneurship.

Tasks and Timetables:

1. **Committee Chair:** Marlene Ospina

   Members: Yusaf Kauroma, John Padilla, Jim Podolak, Joan Ringel.

   Objectives:

   - Identify and evaluate existing, ongoing programs, and resources.

   Results: To be completed by March 16, 1984.

2. **Committee Chair:** Lonnie Nations

   Members: Jim Henderson, Don Jansen, LaKay Schmidt, Bill Schultz.

   Objectives:

   - Review and recommend curriculum to complement/augment current educational programs in entrepreneurship.
   - Educate teachers/administrators to use curriculum.
   - Ensure its implementation.

   Results: To be completed by April 30, 1984.

3. **Committee Chair:** Alex Wilcox

   Members: Ray Dowdle, Evan Metcalf, James Moore, Jean Yancey.

   Objectives:

   - to promote, publicize, and market efforts in entrepreneurship.

   Results: Committee met January 26, 1984. Recommendations will be forwarded to the Task Force by the chairman.

Next Meeting:

Scheduled for June 8, 1984, 8:30 a.m. to 3:00 p.m., Colburn Hotel, 980 Grant Street, Denver, Colorado. For additional details contact Dr. Marj P. Leaming, Agency Entrepreneurship Liaison—SBCCOE at 866-3062.

Colorado Begins an Interagency, Collaborative Network to Plan and Support Entrepreneurship Education and Training

Figure 8 depicts the various planning and developmental activities to infuse entrepreneurship education in vocational education for the first 12 months. The second 12-month period will consist of the implementation of entrepreneurship education as designated in the Entrepreneurship Education Network Project.

1. **General Planning:** The months of October, November, and December 1983, were utilized primarily for planning activities for the National Center and Oklahoma projects. The Colorado Task Force for Entrepreneurship Education will meet in January and again in April 1984, to provide recommendations for short- and long-range activities to be implemented.

2. **Postsecondary Development:** Entrepreneurship Service Centers will be developed through a series of three Postsecondary Entrepreneurship Education Network Project workshops in February, March, and April 1984. Their proceedings will be provided in the Postsecondary Session for Entrepreneurship Day at the Summer Workshop for Vocational Educators in August 1984.

3. **General:** Entrepreneurship Education Network Project linkage development will commence in January 1984, and then continue as an ongoing activity. The Oklahoma Entrepreneurship Seminar will be hosted by Denver Public Schools in March 1984. Their proceedings will be provided for Entrepreneurship Day at the Summer Workshop for Vocational Educators in August 1984.

4. **Teacher Inservice Meetings:** Spring and fall teacher inservice meetings are scheduled for April and October 1984.

5. **Teacher Preservice Courses:** Vocational teacher training institutions will provide course offerings and units of instruction in entrepreneurship education commencing summer session, 1984.

> "Vocational education is a key element in Colorado's growth. Our State's expansion will demand new workers and trained individuals. From 1980 to 1982, Colorado ranked as the seventh fastest growing state in our Nation and projections indicate this high growth rate will continue . . . This includes both large and small businesses. Statistics show that companies with fewer than 20 employees provide 88 percent of all new job openings . . . Between 1983 and 1988, of the 87 thousand annual average job openings expected due to both growth and replacement of personnel, approximately 55,300 will require vocational education." (From "Vocational Education at Work," Colorado State Advisory Council for Vocational Education.)

Implementation of a coordinated project for entrepreneurship education and its linkages with Colorado's vocational education is essential for enhancement of the economic growth and development. The Occupational Education Division of the State Board for Community Colleges and Occupational Education (SBCCOE), through the Marketing and Business Occupations (MBO) Branch, is in the unique position to provide the direction and networks to accomplish a total program of entrepreneurial activities. The liaison for entrepreneurial education is Dr. Marj P. Leaming, MBO Branch manager.

October, November, December, 1983	January, 1984	February	March	April	May, June, July	August	September, October
Postsecondary Entrepreneurship Education Network Project—Planning		2/25/84 Postsecondary Workshop Phase 1—Models Arapahoe Community College (Co-Sponsored)	3/16/84 Postsecondary Workshop Phase 2—Economic Development Pueblo Community College (Co-Sponsored)	4/28/84 Postsecondary Workshop Phase 3—Program for Action Front Range (Co-Sponsored)	5/84 Postsecondary Workshop Small Business Centers Lamar Community College	8/1/84 Postsecondary Session—Entrepreneurship Day—Summer Workshop for Voc. Educators Colorado State University	Development of Entrepreneurship Service Centers State-wide
	1/20/84 Colo. Task Force on Entrepreneurship Education Denver				6/8/84 Colo. Task Force Entrepreneurship Education Denver		
Steering Committee of (Oklahoma) Entrepreneurship Seminar—Planning			3/27/84 Oklahoma Dissemination—Entrepreneurship Seminar Denver Public Schools (Co-Sponsored)			8/1/84 General Session—Entrepreneurship Day-Summer Workshop for Voc. Educators Colorado State University	
12/4/83 AVA Meeting with the 11 "lead states"		Entrepreneurship Education Network Project—Dev. of Linkages	Report to U.S. Department of Education				
				4/84 Secondary Teacher/Administrator Inservices Statewide	Teacher Education Entrepreneurship Course offerings	8/1/84 Secondary Session—Entrepreneurship Day-Summer Workshop for Voc. Educators Colorado State University	10/84 Secondary Teachers/Administrator State-wide

MBO 14 (a) rk

(4/25/84)

Figure 8. Colorado entrepreneurship education network project.

The proposed Entrepreneurship Education Network Project is designed as a 2-year project that will utilize existing materials and resources. The program is designed to be comprehensive in scope, with the infusion of entrepreneurial activities in all vocational education programs at secondary, postsecondary, and adult levels. Recommendations from the Colorado Task Force on Entrepreneurship Education will be incorporated.

Florida State Task Force on Entrepreneurship Education: Plan of Action

Purpose:

The Florida Task Force on Entrepreneurship Education was appointed by the Florida commissioner of education and charged with the task of promoting the infusion of entrepreneurship education in all levels of vocational and adult education. The initial meeting of the task force was held February 21, 1984, in Tallahassee, Florida.

Membership:

All members of the task force were present for the initial meeting. The membership includes the following:

Fred Gainous, consultant, Occupational Education, College Division, Department of Education

William E. Gilbert, assistant district director, Small Business Administration

Donald Holmes, director, National Entrepreneural Development Center, School of Business and Industry, Florida Agricultural and Mechanical University

William M. Klein, vice-president, Economic Development, Florida Power and Light, State Chamber of Commerce

Bob Kugler, Check Mark Office Supply, Florida Retail Federation

Delores Pass, president, Associated Temporary Staffing, Inc., National Federation of Independent Business

Allene Scarce, director, Project Business, Junior Achievement

Jean Williams, program specialist, Program Assistance Section, Division of Public Schools, Department of Education

John E. Frazier, program director, Marketing and Distributive Education, Vocational Division of Department of Education

Program Focus:

We believe that a program should be developed that coordinates student work in and/or exposure to the business world, elementary through postsecondary levels. The program should place emphasis on the involvement of business industries participating in the schools' instructional programs to promote realistic entrepreneurship expectations and skill attainment.

Initial Strategy:

Request the State Board of Education to develop policy that would encourage local educational agencies to assign resources to infuse entrepreneurship at all educational levels.

Tasks and Timetables:

1. Draft Policy (March)
2. Write rationale for policy (March-April)
3. Detail the program focus (March-April)
4. Project benefits to be derived from the program (April)
5. Present the program to the State Board of Education (May)
6. Promote the program (May-August)

Maryland State Task Force on Entrepreneurship Education: Plan of Action

Purpose:

Maryland Division of Technical Education have coordinated and funded statewide entrepreneurship education funding for at least 4 years. There are at present several statewide activities in various stages of development. The Maryland Entrepreneurship Education Task Force began meeting on April 9, 1984 to serve as a coordinating body to facilitate entrepreneurship education activities and coordinate support services for current and future entrepreneurs in Maryland. It was felt that interagency collaboration was needed to strengthen present programs and provide direction for new programs which are responsive to local needs.

Membership:

The team is made up of individuals from state and federal agencies in education, business and industry interested in entrepreneurship education. The team is comprised of the following individuals:

Ed Davis, entrepreneurship education consultant

Angelo Gilli, Sr., program development coordinator, Department of Education

Donald Maley, teacher training/higher education, Department of Industrial Technological & Occupational Education

Lynn Gilli, vocational youth organization, Department of Education

Ronald Upperman, entrepreneur, occupational dean postsecondary, Harford Community College

Paul Manchek, consultant/industry, American Vocational Association

Lloyd Alston, local vocational administrator secondary, Division of Vocational Education

Pete Lombardi, president, Chamber of Commerce

Ted Rybka, branch chief/state staff, Department of Education

Arnold Feldman, small business administrator, Small Business Administration

Rose Mary Bengel, section chief/state staff, Department of Education

Jacqueline Woodard, small business administrator, Small Business Administration

Peggy Zelinko, consultant/entrepreneurship education

Joseph P. DeSantis, postsecondary/specialist, Department of Education

Rodney Fields, occupational dean/postsecondary, Community College of Baltimore

Team History:

During the initial meeting on April 9, 1984, at the Holiday Inn in Baltimore and ensuing group meetings, the team chose an overall program focus that was felt to be critical; an initial strategy to implement the program and a series of major tasks. These components of the action plan are described below.

Design and implement entrepreneurship training programs for vocational-technical students within occupational areas.

It was felt that a high percentage of vocational students will become entrepreneurs in their lifespan based on the increasing number of small businesses that are started annually and do not survive. It was felt that the task force efforts should be geared toward assuring entrepreneurship education programs for vocational students within occupational areas.

Although there are a myriad of ways to approach the development of entrepreneurship education programs it was decided to employ the following strategies for this project.

1. Select programs that would facilitate the development of entrepreneurship education programs in occupational areas
2. Established curricula for both in and out of school population utilizing the strategies of coaching, shadowing, cooperative education and internship
3. Identify resources and staff
4. Train staff responsible for implementing entrepreneurship education in occupational areas
5. Process students through career development sequence to assure knowledge and understanding of entrepreneurship as a viable career option
6. Pilot program to assure relevance to student needs in today's society
7. Process a product evaluation to establish a system for evaluating both the entrepreneurship infusion models and its outcomes

Tasks & Timetables:

Upon consideration of the work to be done in order to implement the aforementioned strategies it was agreed that subcommittees would be established in the following areas:

Planning: Lloyd Alston, Arnold Feldman, Jacqueline Woodard, Peggy Zelinko, Rodney Fields

Personnel Development: Angelo Gilli, Sr., Lynn Gilli, Ronald Upperman, Ted Rybka, Joseph P. DeSantis,

Implementation and Evaluation: Donald Maley, Paul Manchek, Pete Lombardi, Rose Mary Bengel.

Timetable for reconvening the total task force group was as follows:

State Task Force Meeting, August 15, 1984.

AM Group Meetings
PM Total Task Force Meetings

Other related activities include:

1. Development of entrepreneur ITV series and related materials.
   Planning, April 1984
   Pilot Program Review, June 1984
   Field Test, June/July 1984

2. Secondary Entrepreneurship Workshop
   Planning Meeting, April 1984
   Consultant Selection, April 1984
   Participant Selection, April 1984
   Implementation, June 20-22, 1984

3. Postsecondary Entrepreneurship Workshop
   Planning, April 1984
   Consultant Selection, April 1984
   Participant Selection, April 1984
   Implementation, May 1984

Massachusetts State Task Force on Entrepreneurship Education: Plan of Action

Purpose:

To develop state entrepreneurship strategies that would—

- serve an entire range of training vehicles
- be realistic and have reasonable objectives
- fulfill Massachusetts needs for high technology entrepreneurs and its employees.

Membership:

Janet Doe, Fanning School of Health & Technical Occupations

Joanne Kennedy, Office of Planning & Community Development

R.K. Schwartz, District Officer for New England Minority Business Development Agency

Stafford Peat, State Department of Education

Francis X. Doyle, Small Business Service Bureau

Peter Crafts, Director Food Service and Training Minuteman Regional Vocational Technical School

Carol K. Laughlin, Director Massachusetts Vocational Curriculum Resource Center

Edward Chiang, New England Association of Chinese Professionals

Joyce Foster, Director of Education & Training State Office of Minority Business Assistance

Yvonne Alvecio Kennedy, MBE/WBE Program Coordinator U.S. Environmental Protection Agency

Ann Quinn, Worcester Public Schools

Elsie Fetterman, University of Massachusetts Cooperative Extension Service

Team History:

The Massachusetts State Task Force on Entrepreneurship was brought together in September 1983 as a result of a notification that Massachusetts would be one of 20 states to participate in Oklahoma State University's project to promote economic development through entrepreneurship education and training. Initiated by the city of Worcester's city manager, the application to participate included letters of support from the Massachusetts Division of Occupational Education, U.S. Chamber of Commerce and State Office of Economic Affairs. The membership of the task force on entrepreneurship indicates a large commitment of those agencies involved in providing entrepreneurship services and developing State and National policies in employment and training.

Program Focus:

The State task force on entrepreneurship seeks to develop training programs in Massachusetts. Education, business, industry, and government sectors will facilitate the educating of teachers, counselors, industry, school committees and communities in the value of entrepreneurship education. This will provide students, youths, and adults with the skills and competencies that lead to success.

Initial Strategies:

- **Strategy: Hold statewide conference on entrepreneurship**

  The Statewide Conference on Entrepreneurship has been in the planning stages for the past 4 months. Invitees include direct training providers such as community colleges and vocational schools as well as service providers including the Massachusetts Community Development Cooperation, Massachusetts Small Business Development Centers and State Office of Minority Business Assistance.

  Tasks and Timetables:

  1. Determine location of conference (October 1983)
  2. Determine topics for speakers (Feb.-March 1984)
  3. Recruit speakers and facilitators (Feb.-March 1984)
  4. Mail out invitations (March 1984)
  5. Develop format for conference (March-April 1984)
  6. Hold planning session for facilitators (April 11, 1984)
  7. Conduct conference (April 12-13, 1984)

- **Strategy: Establish a Permanent State Entrepreneurship Advisory Committee**

  Tasks and Timetables:

  1. Organize State Advisory Committee to include Policy and Service Agencies (October 1983)

2. Organize vehicle for including upper management in the decision process (June 1984)

3. Include the State Department of Education's JTPA staff in the service delivery process (September 1984)

- **Strategy: Initiate a program to educate vocational leaders in our state to the need for entrepreneurship**

Tasks and Timetables: Prepare and conduct a series of workshops and presentations for vocational leaders

1. Develop a presentation package (May-June 1984)
2. Solicit invitations to speak at Vocational Leader's meetings (May-December 1984)
3. Conduct first presentation at Fitchburg State Conference (June 28, 1984)

- **Strategy: Establish a center for coordinating entrepreneurship education and skill development for sharing and coordinating resources**

Tasks and Timetables:

1. Establish a site that would act as a clearinghouse for entrepreneurship materials (April 1984)
2. Develop information on pilot projects in State (April 1984)
3. Disseminate listing on resources (September 1984)

- **Strategy: Develop an inservice training program for teachers and counselors to teach entrepreneurship**

Tasks and Timetables:

1. Make available through the Commonwealth Inservice Institute funds that would train teachers in entrepreneurship (September 1984)
2. Develop a data bank on model entrepreneurship programs and trainers (September 1984)

- **Strategy: Provide competency testing to determine individual risk-taking skills necessary to be an entrepreneur**

Tasks and Timetables:

1. Establish a pilot site in a vocational school and community college to validate a test to determine individual competency risk training skills (Fall 1984)

2. Validate results of pilot testing (Spring 1985)

3. Disseminate results to other vocational schools (Fall 1985)

Missouri State Task Force on Entrepreneurship Education: Plan of Action

Purpose:

A plan of action is being developed by a Missouri State State Task Force on Entrepreneurship to improve the effectiveness of the vocational education delivery system in Missouri and to provide entrepreneurship education. Two primary objectives constitute the purpose of the Missouri Entrepreneurship Action Plan. The objectives are:

- To provide, in vocational education curricula at all all levels, interaction regarding small business enterprise development, ownership and management, that will include experiences and activities appropriate to effect

    —awareness of small business ownership/management as a viable option at some point in one's career,

    —exposure to actual or simulated small business operations, and

    —actual pursuit of small business ventures.

- To expand the role of vocational education in economic development efforts throughout the State—in rural, urban, and metropolitan settings—through collaborative efforts with economic development agencies and organizations and small business assistance providers.

Membership:

The Missouri Entrepreneurship Task Force consists of 12 persons. They are in alphabetical order:

Steve Clark, executive director, St. Louis Business Development Center, Inc.

Fredi Griggs, owner/manager, Technical Support Services

Fred O. Hale, state director, Small Business Development Center.

Dave Harriman, director of Vocational Programs, Missouri State Department

Mike Heimericks, project manager, National Marketing, Missouri Division of Community and Economic Development

Daryl Hobbs, director, Office of Social & Economic Data Analysis University of Missouri Columbia

Linda Jones, assistant director, Missouri Facilitator Center

Dave Langford, vice-president of Education, Missouri Chamber of Commerce

Ken Lueckenotte, director of Internal Operations Rural Missouri, Inc.

Chauncey D. Moten, associate dean, Instructional services Penn Valley Community College

Stan Peeples, project manager, Kansas City Minority Business Center

Gene Reed, Supervisor, Marketing and Cooperative education

Huldah Rode, coordinator for Business and Management Programs, Institute for Continuing Education, St. Louis Community College District

Program Focus:

In order to ensure continuity of effort from program development to implementation and recognizing that the overall task is larger than a 12 person effort, the task force, in its initial session arrived at a program focus that continues the concept of collaboration for effective provision of entrepreneurship education through vocational education and training. The program focus for the Missouri action plan is stated as follows:

> Develop an organzation (or association) of entrepreneurial related service providers to coordinate efforts in—
>
> - identifying and encouraging prospective and existing entrepreneurs;
> - providing pertinent education, training, and technical assistance; and
> - identifying viable entrepreneurship possibilities, and the support necessary for enabling and promoting local economic development.

The above "focus" is general by design. In addition to providing for continued collaboration, it is sufficiently encompassing that it enables special attention in the important areas of promoting entrepreneurship education, training and assistance for minorities and for women. The Task Force feels that all persons should have the encouragement and the opportunity to be full participants in our economic mainstream.

It is the regard of the Task Force that such an overall program focus can and will provide an effective role for vocational educators, economic development organizations and small business assistance organizations to ensure entrepreneurial activities and economic and development growth efforts.

Initial Strategy:

The Task Force identified as an initial strategy the naming of committees to conduct preliminary discussions and perform preliminary planning on topics identified as important for continued development and implementation of the Missouri Plan for Entrepreneurial Education. Topical committees were named for (1) data collection, (2) workshops, (3) resource directory, and (4) newsletter.

Tasks and Timetables:

The task force will reconvene on May 15, 1984, subsequent to each of the above mentioned committees having met. It is expected that more specific objectives, tasks, and timelines will be formulated at that time.

New York State Task Force on Entrepreneurship Education: Plan of Action

Purpose:

The task force of 19 persons met first in March 1984 for the purpose of infusing entrepreneurship education at all levels of vocational and adult education, using existing structures and resources wherever possible. The task force recognizes the need for collaborative action to assess existing strengths and weaknesses and to design a framework for building an entrepreneurship network.

Membership:

New York State's task force is made up of the following individuals and organizations:

Milton Ells, director, Training and Technical Assistance Unit, New York State Department of Commerce

Jerry Allen, program director, Chenango County Chamber of Commerce

Ann Rua, senior staff analyst, State Job Training Partnership Council

Dwayne Lipinski, special assistant to the commissioner, Bureau of Rural Development, New York State Department of Agriculture and Markets

Edward Harper, affirmative action officer, New York State Department of Commerce

Gary Barr, district superintendent of schools, Erie-Cattaraugus # 2 Board of Cooperative Educational Services (BOCES)

Sheila Gorman, legislative analyst, The Business Council of New York State

Elinor Garely, associate professor, Borough of Manhattan Community College

Steve Woods, executive director, National Federation of Independent Business

David McLane, director, Mohawk Valley Regional Education center for Economic Development

Lloyd Jones, director, Westchester Private Industry Council

Herman Rollins, president, Speciality Marketing Concepts, Inc.

Shirley Greenwald, assistant director, Bureau of Home Economics, New York City Board of Education

Iris Metz, owner, College Preparatory Service

Richard Clark, Clark's Petroleum, representing New York State Department of Commerce Small Business Advisory Board

Millie Frandino, acting chief, Bureau of Business, Health and Service Programs, New York State Education Department

Russell Kratz, chief, Bureau of Adult and Continuing Education, New York State Education Department

Mike Van Ryn, chief, Bureau of Grants Administration, New York State Education Department

David Gillette, acting chief, Bureau of Economic Development Coordination, New York State Education Department

Team History:

The task force was appointed in February 1984 by the New York State Education Department, with involvement of the New York State Interagency Small Business Task Force. The Subcommittee on Education and Training of the Interagency Task Force has been instrumental in demonstrating the capacity of occupational education instruction to improve the skills of small business personnel, by approving seven small business training projects in 1983 that were funded for $236 thousand under the Vocational Education Act.

At the first meeting of the task force, we agreed that New York State will strive for a comprehensive approach to the infusion of entrepreneurship education in the curriculum. There are opportunities for integrating entrepreneurship education in all levels of the existing curriculum. Costly development of new curriculum is not envisioned.

We welcome your reactions to this action plan and will seek to incorporate your suggestions in the development of strategies for implementation.

Program Focus:

Multilevel development of entrepreneurial education programs.

Our task force has identified broad categories of program needs and has organized three subcommittees to address the following key areas identified by the task force:

- Understanding small business
- Exploration of entrepreneurship as a career
- Forming, managing, and operating a small business

The task force will meet at least three to four times in 1984 to prepare strategies for implementing a final action plan. The next meeting is scheduled April 12, 1984. Strategies will include: identifying existing programs, suggesting fiscal resources, setting priorities and developing a timeline specifying programs, resources, tasks, and agencies responsible for implementation.

Initial Strategy: Blending Programs and Resources to Build an Entrepreneurship Curriculum

We recognize that a broad array of programs and resources is available or operating in the State dealing with entrepreneurship or "business ownership." The task force will review these programs and recommend strategies for articulation of such programs in the curriculum. A pyramid of programs ranging from K-adult awareness to late secondary/adult career exploration to adult business ownership will be included in the plan. At the same time, the task force will undertake implementation of at least one pilot project during the current year in each of the areas specified.

Tasks and Timetables:

The diverse and enthusiastic responses at our first meeting encouraged the task force to continue to meet during 1984, during which time initial programs will be implemented as part of the total planning effort.

1. Task force planning
    - Subcommittees meet to assess existing structures, resources (March)
    - Task force meets to consider initial draft of action plan (April)
    - Agencies meet to consider resources that can be tapped to implement plan (June)
    - Full task force meets to develop overall strategy for implementation of the plan (September)
2. Strategies for implementation
    - A program is implemented K-adult level (October)
    - A program is implemented at late secondary-adult level (October)
    - A program is implemented at the adult level (October)

Ohio State Task Force on Entrepreneurship Education: Plan of Action

Purpose:

The 29 member State task force on entrepreneurship for the State of Ohio met on October 31-November 1, 1983, to determine how these state-level decision makers could work together cooperatively to infuse entrepreneurship education into the following four educational levels: career education, secondary vocational, postsecondary, and adult education.

Membership:

The task force team is made up of the following individuals and organizations:

Darrell Parks, Vocational and Career Education Director

Sonia Price, Vocational Education, Program Services

Jim Cummins, Vocational Education, Agriculture Education

Jim Wiblin, Vocational Education, Trade & Industrial Education

Barbara Reed, Vocational Education, Home Economics Education

Larry Casterline, Vocational Education, Business & Marketing Education

George Kosbab, Vocational Education, Business/Industry Services

Karen Shylo, Vocational Education, Career Education

Bernard Nye, Columbus Technical Institute

William Soltesz, Ohio Department of Development

Leon Albert, Stark Technical College

Jerry Garman, Small Business Administration

John Mahaney, Ohio Council of Retail Merchants

Karen Dawson, Employment & Education Commission of Franklin County

Terry Fleming/William Blair, Ohio Chamber of Commerce

Hal Roach, Ohio Technical & Community College Association

Linda Cooper, Ohio Technical Transfer Organization

Gene Matheny, Central Ohio Junior Achievement

Joan Gritzmacher, The Ohio State University

Marguerite Turnbull, Ohio Bureau of Employment Services

Don Fell, Ohio Council on Economic Education

Cathy Stafford, Inter-University Council of Ohio

Ralph Bender, Ohio Advisory Council for Vocational Education

Karen Heath, Vocational Education, Home Economics Education

Barbara Wise, Vocational Education, Trade and Industrial Education

Dave Rankin, Vocational Education, Marketing Education

Al Neff, Ohio Board of Regents

Team History:

After extensive brainstorming sessions, the team determined a priority activity that would be helpful to all members of the task force as they work with their clients in promoting entrepreneurship education. A series of major tasks were defined for the three committees to carry out prior to the next task force meeting to be held on March 14, 1984.

Program Focus:

Eighty percent of the new jobs in the future will come from new small businesses. However, with a failure rate of three out of five, it is apparent that many individuals pursue a dream of independence and sole ownership of their own business without the necessary business knowledge to "make good of it."

Vocational and adult education in Ohio has a delivery system that can enhance and extend entrepreneurship education within the mainstream of education to a greater extent, if attention is focused on coordination of ongoing activities, and if infusing of entrepreneurial concepts become a reality within these local programs.

The first step in undertaking the State task force goal of promoting and expanding entrepreneurship understanding and skill development is to determine the extent of available resources and to share them with all interested parties.

Initial Strategy:

A state of the art is essential with the formation of such catalogued resources if they are to be incorporated within any of the present delivery systems.

Three subcommittees were formed to—

- collect and catalog the available resources: human and material;

- devise a dissemination system to ensure usage of the resources by agencies, associations, and educational systems; and

- evaluate the impact and extent of the use of catalogued resources.

Tasks and Timetables:

The following tasks were identified for the three subcommittees:

Committee #1. To decide on format for cataloguing resources, collect resources through a survey, compile the list and define the target group in use of the resources.

Chairperson—Sonia Price

Co-chairperson—Cathy Ashmore

Members: Bill Soltesz
Linda Cooper
Joan Gritzmacher
Al Neff
Dave Rankin
Jerry Garman
Gene Matheny
John Mahaney

Target Dates: November 1983 - March 1984

Committee #2. To identify strategies for inservice activities for various target groups within education, agencies, and associations.

Chairperson—Don Fell

Co-chairperson—George Kosbab

Members: Barbara Wise
Karen Shylo
Leon Albert
Bill Soltesz
Marguerite Turnbull
Karen Dawson
Karen Heath
Barbara Reed
Larry Casterline

Target Dates: January-March 1984

Committee #3. To determine to what extent entrepreneurship concepts are already infused in vocational and adult education, and to determine attitude changes with strategy implementation and the number of clients reached.

Chairperson: Jim Cummins

Co-Chairperson: Ralph Bender

Members: Bernard Nye
Hal Roach
Jim Wiblin
Terry Fleming
Cathy Stafford

Progress to Date:

On March 14, 1984, the State task force members met again as a total committee. Committee #1 shared the directory resources, including the instructional materials with the other members for their review and suggestions. Critical questions related to the format were resolved and additional listings were submitted. Committee #2 had chosen as a promotional strategy the accumulation of entrepreneurship educational models representative of the four educational levels. Additional letters to request more models are to be sent out. Then the composite will be evaluated prior to distribution.

Committee #3 identified a research topic directly related to this task force project to be presented to the Ohio Advisory Council for consideration. If the research topic is accepted it will consist of on-site reviews of the most outstanding entrepreneurship education models. These Ohio exemplary models will be written up to be shared statewide in leadership activities of the task force members. In addition, this committee will determine how to evaluate the use of the directory of resources.

On March 19, 1984, four members of the State task force met to discuss a plan for obtaining Job Training Partnership Act (JTPA) funds to hire a consultant who will finalize the collection of resources, edit the typed copy and initiate the printing. It is felt this directory will aso be helpful to the State's Private Industry Councils (PICs) as they work with the unemployed.

The next State task force meeting will be held on April 22, 1984

Accomplishment of this State task force priority goal is anticipated by July 1, 1984, since the resources can then be distributed at summer workshops and to "lead teachers" identified in Ohio's extended Oklahoma State University project. They will be taking leadership roles in working with other teachers in their respective local school districts in 1984-85.

This State task force has become a cohesive working group that is concerned about the responsibilities of improving and promoting more entrepreneurship education activities in Ohio.

Ohio Moves Ahead:

As a continuation of the efforts established by the Ohio State task force, collaborative activities among the Ohio State Board of Education, the JTPA Education, Coordination and Grants Council, and the National Center have been planned. The National Center will provide technical assistance via regional workshops and database development in both print and electronic media.

1. **Regional Workshops**

   The National Academy for Vocational Education proposes to assist the State task force in planning and conducting five regional workshops designed to disseminate products and provide awareness activities relative to the initial effort identified previously. The workshops will provide local JTPA Service Delivery Agencies (SDAs) and local Private Industry Councils (PICs) opportunities to build collaborative linkages with service providers in the areas of entrepreneurship education and training. As a result of these workshops, participating SDAs and PICs will be better able to provide specialized assistance to those

JTPA clients who would benefit directly from self-employment and/or small business entrepreneurship opportunities.

Goal: The goal of these proposed workshops is to develop collaborative linkages between employment training networks and other service delivery agencies in support of entrepreneurship education and training in Ohio. The project deals with linkages between all levels of education and community service because it involves support for entrepreneurship education as a lifelong educational need. Therefore, collaborative activities would involve 2-year and 4-year college educators, adult, secondary and career educators, SDAs, Private Industry Councils (PICs), and private sector and technical assistance deliverers for small business. It would be particularly important to the linkage needs of the 2-year colleges, vocational educators, and other educational groups that would benefit from building collaborative networks with other service delivery systems.

Objectives: To accomplish this goal, the National Academy will provide support services to the State task force in their effort to plan and conduct five regional entrepreneurship education awareness workshops. As a first step, project staff will work closely with the division of vocational education in developing a recommended workshop program agenda. In addition, project staff will collaborate with the State task force to identify in each region leaders who should be invited to participate in the workshops. Through the auspices of the State task force, project staff will help identify and assist the five regional workshop coordinators. The State task force retains authority to appoint all five workshop coordinators.

Project staff will provide technical assistance to the regional coordinators in planning and conducting workshops. Subtasks for which project staff are responsible include: duplication of State directories; design, preparation, duplication, and dissemination of workshop materials (packets); and promotion of workshop participation. Each regional workshop coordinator will be responsible for the management and conduct of their respective regional workshop. For these 1-day workshops, regional coordinators will provide: at least two guest speakers; workshop facilities; and limited amenities for workshop participants. The project director will make two trips to each regional workshop site. The project director will meet once with regional coordinators to help plan and organize the workshops. The project director will then participate in each regional workshop and will serve as a technical resource person to the workshop coordinator and participants.

Project staff, in consultation with the State task force, will prepare an optional plan for follow-up technical assistance from the National Center for each regional site, should such follow-up be deemed useful. The technical assistance plan will incorporate comments and recommendations from workshop participants so as to meet regionalized needs.

As a final step, project staff will review the process and results of the entire workshop experience and prepare a final report for the State task force and the JTPA Education Coordination and Grants Council.

2. **Database (Print and Electronic)**

The National Center proposes to provide technical assistance and support services to help the State JTPA Education, Coordination and Grants Advisory Council develop linkages between all JTPA service providers, other State and local agencies, and organizations that provide entrepreneurship training, education, and small business support services. Ultimately such linkages will enhance the abilities of JTPA service delivery agencies (SDA) to work with all local groups interested in supporting small business enterprise in Ohio.

Objectives: The following objectives support the ultimate goal of developing collaborative linkages between employment training networks and other service delivery agencies involved in entrepreneurship training and enterprise development.

- To complete the State directory of resources for entrepreneurship begun by the Ohio State task force

- To develop an automated database of local entrepreneurship education, training, technical assistance, and related support resources in Ohio

These objectives will contribute significantly to increasing the awareness of entrepreneurship development among educational leaders, JTPA coordinators, and community-based service agencies statewide, and will provide information that will be useful in the development of collaborative linkages.

The Ohio activity is slated to begin the early part of summer, 1984. The contract in the amount of approximately $50 thousand is supported through Ohio's Job Training Partnership Act funds. This effort represents a very innovative collaborative strategy to merge common goals of two independent agencies to solve a felt need.

Oregon State Task Force on Entrepreneurship Education: Plan of Action

Purpose:

Oregon's team held its initial meeting on February 28, 1984 to address the challenge of infusing entrepreneurship education in secondary, postsecondary and adult vocational programs on a statewide basis. Oregon's strategy was to have the State superintendent of public instruction officially appoint an entrepreneurship task force that would have the obvious benefit of direct communications with the State superintendent and the State board of education, both essential if changes are to be made in the educational sector. The initial overriding mission of the task force was—To assist in Oregon's economic development and the improvement of education by making citizens aware of the potential for creating careers through the ownership and successful operation of private business.

The mission was amended so it now reads—To assist in Oregon's economic development and the improvement of education by making citizens aware of the potential for creating careers through the ownership and successful operation of private businesses and through an improved understanding of the free enterprise system.

In addition, the task force agreed that they would work toward achieving seven goals. These are as follows:

- To provide to students of all ages knowledge and skill development that will enable them to make intelligent decisions about business ownership and operation as well as function more effectively in a free enterprise system.
- To increase public awareness of entrepreneurship and the free enterprise system.
- To prepare all educators with knowledge that will enable them to infuse entrepreneurship education within their respective disciplines or functions.
- To provide a statewide network of interested and knowledgeable individuals who can furnish information about entrepreneurship for schools.
- To establish Oregon as a partner with the National Center for Research in Vocational Education in a National network capable of sharing information across State boundaries for the purpose of increasing and improving entrepreneurship education.
- To provide recommendations to Oregon's education leaders on entrepreneurship education and how it might enhance Oregon's education programs.
- To work with other institutions and agencies for the further development of small business and entrepreneurship thinking and attitudes as a contribution to a positive business image and spirit in Oregon.

Membership:

The Oregon Entrepreneurship Education State Task Force is made up of the following individuals representing key organizations:

Sydney Thompson, program director, Department of Vocational Education

Stephen Archer, University Dean

Joanne Beilke, Business

Jim Bernau, National Federation of Independent Business

Bruce Broussard, Business

Sandy Cutler, Business Assistance Centers

Gene Derfler, Business

Michael Dillon, Small Business Assistance Center

Paul Haugland, Economic Development

Jan Hopton, Business

John McCulley, Small Business Advocate

John Pendergrass, Public-Private Ventures

Don Roberts, SCORE

Wanda Silverman, Oregon Economic Education Council

Sarah M. Uhland, Assoc. Oregon Industries Foundation

Leo Zagunis, Small Business Administration

Team History:

During the first meeting of the task force, the seven goals shown earlier provided direction. The task force has assumed that a life of 3 and 1/2 years is the minimum necessary to make any significant changes and impact on the seven identified goal areas.

Three goals were selected for primary focus in the early efforts of the task force:

- To provide students of all ages knowledge and skill development that will enable them to make intelligent decisions about business ownership and operation as well as function more effectively in a free enterprise system.

- To increase public awareness of entrepreneurship and the free enterprise system.

- To prepare all educators with knowledge that will enable them to infuse entrepreneurship education within their respective disciplines or functions.

The objectives and activities related to the three goal areas are in the process of refinement. For the most part, the overall strategy is to focus on vocational students, teachers, guidance personnel and others in the short range. The long-range focus will be all students and all educators as well as developing specific actions for the remaining four goal areas. Within 6 months, a detailed plan of action will be finalized, presented to the State superintendent and presented to the State Board of Education.

Oregon welcomes your reactions to its long-range plan and thinking. Any suggestions will be shared with the task force as it continues to meet in the future. Contact Sydney D. Thompson, task force liaison (503) 378-2127.

Program Focus:

The three areas of focus are driven by the three goals noted earlier.

1. Vocational Students (secondary, postsecondary, and adults)

This focus was divided into three components—Careers as Entrepreneurs, The Subject Matter of Entrepreneurship, and Understanding the Free Enterprise System. A subcommittee of the task force met to plan strategies and develop ideas to support this category.

2. All Educators

Strategies for reaching vocational educators, counselors, and administrators were identified by a second subcommittee. Again the strategies were limited to vocational personnel for the immediate future. Eight strategy areas were identified.

3. Public Awareness (general public)

Four objectives and accompanying activities were identified for this challenging and very broad goal area. In summary, the strategy is to work with groups most related to education as vehicles for increasing public knowledge; work with other groups generally related to education; support. promoted and coordinate public information efforts with other groups; and establish special statewide information and recognition programs.

Initial Strategy:

Strategies for the three areas of program focus outlined under the prior section cover a wide range of activities. The initial strategy will be to begin to incorporate the strategies into a 3-year plan. Oregon has a multiple strategy approach—activities going on in a minimum of three goal areas, plus some activities related to the other four goals. A summation of some examples of strategies follows:

Students—Include a new file in Career Information System that will explore in great depth the potential for career entrepreneurs.

Tasks and Timetables:

The three subcommittees have formulated a varied list of objectives and activities. With the emphasis of multiple focuses, specific activities have not been laid out on a strict timetable because of the need to report to the State superintendent and to gain the total task force endorsement of the work of the three subcommittees. However, several activities have gotten underway.

Goal 1 - Students

Incorporate Entrepreneurship Career Information into the Career Information System (June 30, 1986) (Fully Operational)

Meet with CIS Board of Directors (March 1984)

Meet with CIS Executive Director and Director of Oregon Occupational Informational Coordinating Committee (March 1984)

Goal 1 - Students

Develop a Database of information from secondary schools, Grades 7-12 (June 30, 1985)

Goal 2 - Public Awareness

Make request to Fall Report Committee of Department of Education (March 1984)

Design survey instrument (April 1984)

Pilot-test survey instrument (April 1984)

All Goals

Develop a financial request for task force purposes (March 1984)

Goal 1 - Students

Meet with Student Services Section personnel to discuss guidance activity funding (May 1984)

Goal 1 - Students

Meet with Curriculum staff to discuss curriculum priorities in relation to awareness and techical course content (May 1984)

Goal 1 - Students

Work with Oregon Business Week staff in terms of counselors (April 1984)

Goal 1 - Students

Begin work on incorporating entrepreneurship into existing vocational cluster programs (14) at the program goal level (April 1984)

Goal 3 - Educators

Provide summer courses dealing with entrepreneurship at Oregon State University (September 1984)

Future Planning:

A planning system to ensure that goals, objectives, and activities are carried out was developed. A copy of the model concept, "Getting There," the 3-year program plan, will be implemented.

Texas State Task Force on Entrepreneurship Education: Plan of Action

Purpose:

As one of the nine lead States selected by The Ohio State University to be part of the nationwide entrepreneurship task force, Texas organized a statewide task force to assist in the development of State activities on entrepreneurship education and training.

Membership:

Members of the task force included:

Lionel Aguirre, executive director, Mexican-American Chamber of Commerce

Bob G. Allen, director Adult and Community Education, Department of Occupational Education & Technology

Michael Allen, special assistant Regional Economic Development, Texas Department of Community Affairs

Ben Franklin, acting director, Avante International Systems Corporation

Leslie Geballe, Small Business coordinator, Governor's Office of Economic Development

Tom Harris, director, Vocational Teacher Educator Program

Mario Hernandez, manager, Business Development, Texas Economic Development Commission

Billy Howard, Adult and Community Education, Texas Education Agency

Calvin A. Kent, director, Center for Private Enterprise and Entrepreneurship, Hankamer School of Business, Baylor University

Jeffery Lewis, Business Development specialist, National Business League

Paul W. Lindsey, associate commissioner Department of Occupational Education & Technology, Texas Education Agency

Gene Madison, director, Office of Minority Business Affairs City of Austin

Carroll B. Parker, Postsecondary Programs, Department of Occupational Education & Technology, Texas Education Agency

Robert S. Patterson, director, Secondary Program Services and Coordination, Department of Occupational Education & Technology, Texas Education Agency

Will Reece, executive director, The Advisory Council for Technical-Vocational Education in Texas

Nellie Thorogood, dean, Occupational Education, San Antonio College

Michael Walthall, committee chairman of Research Coordinating Unit, Texas Education Agency

Team History:

The committee met twice prior to the 1-day seminar conducted by Dr. Novella Ross, The Ohio State University. The seminar was conducted on November 21, 1983, in Austin, Texas, from 8:30 a.m. until 4:30 p.m., with a luncheon speaker from 12 noon to 1 p.m. All members were present for at least part of the program.

The purposes of the seminar were—

- to provide members of the group with a better understanding of what each member and his or her respective agency could or would contribute to the overall goals of the committee, i.e., to promote economic development through entrepreneurship education and training,
- to develop a program focus for Texas on entrepreneurship, and
- to prepare an action plan for accomplishing the group's goals and focus.

Program Focus:

Develop a statewide curriculum as part of the vocational, technical, and adult education programs to provide entrepreneurship awareness and/or small business skills to participants at all levels, with special attention given to minorities and women. Emphasis shall be placed on cooperative efforts between education, business, economic development, organizations, and appropriate successful entrepreneurs to provide career awareness and financial and management skills to present and future entrepreneurs.

Initial Strategy:

To implement the selected program, the group felt the Oklahoma local workshop would provide a splendid opportunity to promote the program focus as Texas' entrepreneurship education state initiative. This strategy will be a good foundation for future efforts and can be achieved with a moderate investment of time and resources. The group, therefore, decided to plan the local workshop around the program focus and to serve as key participants at the meeting.

Tasks and Timelines:

After considering the work to be done in order to implement the local workshop, the following tasks were agreed upon and responsibilities assigned.

- Identify participants— Mario Hernandez, Billy Howard (January 3-15)

- Provide advance promotion materials on program focus—Jeffery Lewis (January 3-15)

- Facilitators for conference—(January 24-26)

  1. Bob Allen
  2. Mario Hernandez
  3. Billy Howard
  4. Gene Madison
  5. Paul Lindsey
  6. Jeffery Lewis
  7. Michael Allen
  8. Carolyn Troeger

- Involve the entrepreneur in co-facilitator role and additional activities at the conference—contact co-facilitators (1) Mario Hernandez, (2) Billy Howard

- Develop a questionnaire to evaluate the conference activities—Gene Madison (January 6)

- Develop a draft R.F.P. for model program and/or instructional module(s) development for competition—Bob Allen, Paul Lindsey

- Conduct second task force meeting—(January 15-20)

- Develop regional task force groups—(January 24-26)

Progress To Date:

The seminar was productive and it appeared that all goals for the seminar were completed as planned. The statewide task force conducted the statewide conference and the group is still functioning. In addition, as a result of the statewide conference, eight regional task groups were established in Texas.

CHAPTER V

RECOMMENDATIONS

The opportunity for vocational education to complete the framework of entrepreneurship education rests on meeting the challenge of a changing environment. From the beginning as a *provider* of entrepreneurship material development, to the present *network development* (synergism), and to the final evolution to produce leadership development, vocational education will continue to be the leader of entrepreneurship education and training in the nineties.

The following 14 recommendations reflect the Agenda for Action that has been put into place and can be used to help vocational education leaders have an impact on the development of entrepreneurship in the areas of leadership development; service delivery; developing and enhancing entrepreneur skills; curriculum, workshops, and resources; and teacher training.

Recommendation 1: Incorporate entrepreneurship education into all levels of vocational and technical education.

To keep the entrepreneurship program dynamic and proactive, so as to meet continued challenges, vocational education must be at the forefront of leadership development. Leadership development will provide the synergy of commitment, cooperation, coordination, consensus, collaboration and communication for entrepreneurial education. Cooperation will ensure sustained programmatic directions in all areas of governance. Coordination will provide broad-based programs and economic backing to assure program growth and visability for all sectors of entrepreneurship education.

Collaboration may be the most important goal for the nineties. Expanding private and public linkages will enhance the formation of networking systems to foster program improvement through shared resources and expert guidance. Long-term planning will be continued and strengthened through the OVAE Entrepreneurship Task Force, with infusion of entrepreneurship education into all aspects of vocational education.

Recommendation 2: Develop innovative delivery systems to provide a building process for entrepreneurship education.

By having in place a multioptional delivery system, guidelines can be developed to provide effective and efficient entrepreneurship education services. The major development systems that can be used are secondary education, postsecondary education, and adult education. Each system offers specific advantages in providing entrepreneurship education. Entrepreneurship can be infused into existing curricula, added to new courses, or provided through expanded delivery systems (e.g., home study, television, telecommunication, and software packages).

Recommendation 3: Present entrepreneurship education as a career option for vocational education students at the secondary level.

Secondary vocational education can offer a variety of programs geared to students who would like to explore options, develop skills, or prepare for a career in entrepreneurship. Secondary students need to view entrepreneurship as a career option for which they can prepare. This preparation would include exposure to broad-based academic content, with emphasis in reading, writing, communication, math, and decision-making skills. These basic skills are an important foundation for individual and entrepreneurship success, and should be a strong focus of instruction.

Entrepreneurial skills can be included in new, expanded courses or infused into the curriculum through the following vocational service areas:

- Agriculture
- Business and office education
- Health occupation
- Home economics
- Marketing and distributive education
- Trade and industrial education

With the growing emphasis on training for small business careers, these service areas could provide business skills in accounting, finance, marketing, and management. Basic skills would also be included as part of entrepreneurship instruction.

Cooperative vocational programs can provide students with the opportunity to work with small business. These programs allow students to spend part of the day in school and part of the day on the job. They receive an orientation to small business operations, plus practical, relevant work experience.

Youth clubs or vocational student organizations such as DECA, FFA, FHA, FBLA, HERO, and VICA can help students develop additional entrepreneurial competence. By interacting with community business leaders, and by participating in experiences that develop social and occupational skills, students can acquire competence that cannot always be learned in the classroom.

Finally, secondary education must prepare students to further their educational goals and aspirations in entrepreneurship. Other delivery systems will focus on the needs of lifelong education.

Recommendation 4: Develop programs that offer long-term education as well as short-term training for current and future entrepreneurs.

At the postsecondary level, entrepreneurship education will continue to meet the need for retraining and additional skill training. This type of service will be offered through the community and junior colleges, technical institutes, area vocational technical schools, and proprietary schools.

These groups can offer entrepreneurship education in a variety of ways. Due to the flexible certification requirements in their institutions, successful entrepreneurs are often hired to teach entrepreneurship courses. The entrepreneur brings realism and broad experiences to the classroom, and therefore, is better able to deal effectively with the different levels of student competencies. In most instances, individualized and specialized training becomes the instructional process. By remaining at the forefront of specialized training, postsecondary institutions will be able to offer an expansion of services and programs.

Small business assistance centers will continue to expand and provide marketing management and financial help. These local agencies, sensitive to the needs of the entrepreneur, will play an important role in content success. Likewise, the alignment with JTPA, the Job Training Partnership Act, to train workers for small business careers will be expanded.

Recommendation 5: Provide services to entrepreneurs through established adult education networks.

There is an ongoing need for education, training, and peer support on the part of potential and new small business owners. Although the U.S. Small Business Administration and other Federal, State, and local educational institutions have always recognized the educational needs of small business, there still remain many opportunities in which to develop continuing education programs and delivery systems for diverse adult audiences. The nontraditional educational needs of special groups (i.e., retirees, women, minorities, displaced workers, veterans, and technical professionals) may not be met by the traditional classroom courses.

The development of new communications technologies by delivering educational offerings through distance learning provides ways to meet continuing entrepreneurship education needs of many adults. Televised videotaped materials, for example, can be accessed by broad audiences. Videotaped materials can also be borrowed from public libraries on a demand basis. Finally, entrepreneurship education can be offered to adult audiences through correspondence or home study courses.

Recommendation 6: Redesign business training to meet the needs of current and future entrepreneurs.

Small businesses will need people with the necessary business and technical skills for development, growth, and expansion of their organizations. Some people will obtain these skills through previous work experience, vocational education courses, or the combination of both. For those people who will use vocational education to explore, develop, or strengthen their entrepreneurial skills, the list of entrepreneurship education delivery services will meet their specific need for small business skills.

Programs will be designed and redesigned focusing on the necessary skills in economics, human resources, and management for small business. These are shown in figure 9.

Most of these programs are available in vocational education today. What is needed is a further tailoring to the entrepreneur's needs and an increased promotion of these programs. For example, technical skills will be important to the entrepreneur. Technology changes bring opportunity for educational innovations. Vocational education can respond to the need for instruction in computer technology and telecommunications that will be necessary components of future entrepreneurship training.

- Accounting
    - —depreciation
    - —assets and liabilities
    - —owners' equity
    - —payroll
    - —inventory
    - —planning and control
    - —product costing
    - —accounting systems
    - —decision-making
    - —financial statements
    - —budgeting
- Economics
    - —micro-economics-firm
    - —macro-economics—total economy
    - —pricing
    - —income analysis
    - —nature of small business
- Finance
    - —risk and uncertainty
    - —long-term and short-term financial decisions
    - —forecasting
    - —venture capital
    - —financing
    - —cost of capital
    - —financial investment
- Human Resource Management
    - —hiring
    - —firing
    - —training
    - —development of human resources
    - —productivity
- Management
    - —planning
    - —leadership
    - —organize
    - —control
    - —human relations
    - —decision making
- Marketing
    - —product development
    - —promotion
    - —advertising
    - —pricing
    - —distribution
    - —selling
    - —market planning
    - —target marketing

Figure 9. Entrepreneurship education delivery systems

Recommendation 7: Guide and direct the entrepreneur in the acquisition of development and survival skills.

Because of the high failure rate of small busineses, there is a continuing need for direction and guidance. Vocational education can offer the necessary assistance by providing development and survival skills. *Development skills* include the needed competencies for starting an enterprise. These skills, would enable one to determine (1) entrepreneurship potential, (2) the market opportunities for development, and (3) funding possibilities.

Survival skills are those skills necessary to sustain a successful entrepreneurial venture. These skills can be provided through education that includes financial help, organizational management, and operational (both legal and ethical) guidelines.

With a variety of delivery systems available, vocational education can meet the many needs that entrepreneurs have for development and survival skills. The ability of vocational education to adapt to economic changes will grow.

Recommendation 8: Provide assessment tools for the entrepreneur and collaborate with diverse sectors to promote successful entrepreneurial ventures.

For the first-time entrepreneur, a self-analysis of potential qualifications is important. This assessment can show the additional preparation and training that may be needed and will indicate whether or not an individual should attempt a business at this time. Vocational education can provide assessment tools that can lead to the acquisition of needed skills.

Marketing opportunity development includes the skills necessary to examine, identify, and develop plans for a small business. The entrepreneur will design a business that uses his or her creative and imaginative mind. When marketing opportunities are discovered, the entrepreneur can further develop personal skills related to that area. Vocational education will provide the technical and personal assistance necessary to develop marketing opportunities. With a variety of new programs available, and the constant upgrading and reexamining of present programs, the future entrepreneur can be fully prepared for the business venture.

The prime concern of finanacing the new business can be enhanced by entrepreneurship education. Continued collaboration with the private and public sector institutions can enhance financing options. Increased venture capital available in the private sector will enable vocational education to join both groups together. Alternative financing options can be discussed, including the advantages and disadvantages of using loans, stock, and venture capital.

Recommendation 9: Support management assistance training at the postsecondary level.

Financial help for the continued capital needs of small business is a major component of survival. The necessary linkages made by entrepreneurship education can help provide information on how to procure additional venture capital.

Management assistance that has been provided at the postsecondary vocational education level is the most effective program currently available. Postsecondary institutions will continue to be the leader in teaching survival skills and those skills necessary to solve day-to-day operational problems. This technical assistance can be offered with course work and troubleshooting to help strengthen small business operations.

Since Government regulations and laws influence small business in short-term and long-term operations, information is constantly needed to keep the entrepreneur current. Entrepreneurship education can offer programs and courses on current laws and regulations for small businesses, plus keep them informed on changes that will affect them.

Recommendation 10: Promote human resource development for the small business sector.

The entrepreneurial era will emphasize the people element in small business organizations. This comes from the belief that human resource strategies are needed for continued growth of small business. (*Changes in the Global Economy: Strategies for the 1990s*, 1983). Entrepreneurs will rely more on quality of work life (QWL) strategies in developing efficient employees. Quality of work life activities are ways of structuring jobs and organizing work that typically have the dual foci of improving the economic viability of an organization and making work a more satisfying and rewarding experience for employees (Pratzner 1984).

Tying entrepreneurship education with available resources will fill a need for human resource development. The ever-changing opportunities sought out by entrepreneurs will bring about additional education and training requirements. Strong local programs of entrepreneurship education can fulfill this need.

Recommendation 11: Consider the National Center for Research in Vocational Education as a clearinghouse for entrepreneurship education.

The National Center can serve as a clearinghouse by helping to design and coordinate entrepreneurship curricula, by providing workshops for curriculum development and diffusion, and by offering technical assistance. Information and referral services are also provided through news releases and the electronic newsletter, as well as responses to telephone and mail requests for information. Interaction with database resources and continued dissemination and utilization efforts promote ongoing interface with all educational institutions and other groups with common interests. ERIC, VECM, RIVE, and ROME are ongoing National Center databases that include entrepreneurship education information for public access.

With many groups designing curricula for their own purposes, a central clearinghouse can compile lists for preview and review by other groups. This sharing of curriculum can enhance the creative work done in different areas of the country by various groups.

Workshops can be offered in curriculum design, sharing resources, entrepreneurial skills, entrepreneurship leader training, and other areas to provide a knowledge both in centralized and decentralized locations. The National Center's *PACE: A Program for Acquiring Competence in Entrepreneurship*, with a three-level design for audiences with different education and background, is a useful example of innovative curriculum designed for entrepreneurship education.

Finally, the National Entrepreneurship Education Forum to bring National, State, and local groups together to articulate needs will build an increasingly strong network for resource exchange. The exchange of ideas and information will strengthen the role of all groups—education, individuals, government, and business and industry—in providing entrepreneurship education and training.

Recommendation 12: Provide teacher training within the various educational delivery systems.

New competencies for students will lead to additional training for teachers. Acquainting educators with new developments in entrepreneurship education and the use of new skills in their programs will increase the amount of training needed. Cooperative resource development will help teachers use their newly gained knowledge in developing strong entrepreneurship programs. Teacher training will remain important for the continued success of entrepreneurship education.

This training can be offered through universities as part of teacher education, through National Center Workshops, through State and local education in the form of staff development activities, or through each State's entrepreneurship task force.

Recommendation 13: Promote vocational education as one of the delivery systems most appropriate for entrepreneurship education.

Vocational education has established itself as a logical delivery system for entrepreneurship education. Many entrepreneurship education programs are already in place in the secondary, postsecondary, and adult education areas. Further, curriculum for entrepreneurship education has been developed for each of these specialized audiences. Vocational education is equipped with resources and experts in the field who are capable of developing and implementing these programs.

Vocational education's commitment to entrepreneurship education and its available resources provide a natural opportunity to develop linkages with other groups that have indicated initial interest in working with vocational educators. The time is right for building needed linkages with a variety of National and State leadership groups. Further, the entrepreneurship education movement provides a natural vehicle for promoting vocational education programs and sharing success stories with the public at large.

Recommendation 14: Encourage additional research efforts related to vocational education's impact on entrepreneurship education.

In order to justify present and future efforts, the vocational education community should concentrate their efforts on follow-up studies related to the impacts of infusing entrepreneurship education into all levels of vocational education. Suggested research areas and topics should be planned to include—

- to determine the effectiveness of entrepreneurship training by tracking former vocational students who are now entrepreneurs,
- to determine common competencies and life experiences that influence entrepreneurial decision making,
- to determine techniques that prove to be successful or unsuccessful in linking vocational education with National and State agencies,
- to do a feasibility study on linking vocational and technical institutions with potential sources of start-up capital for students who have received entrepreneurial training,
- to determine the feasibility of establishing a magnet school for entrepreneurship, and

- to experiment with a tracking system where high school vocational programs are directly linked to continuing education in a postsecondary institution.

Conclusion

Vocational education institutions are highly valued, contain an extraordinary range of points of decisions, and have considerable capacity to adapt to change (Sherman 1983). The 1990s will continue this proactive leadership, making entrepreneurship education a strong focus for using vocational education strength. Well-designed, high-quality education and training programs will improve the total education system, strengthen the economy, and enhance the overall well-being of our society.

By using a varied delivery system, increasing linkages with the private sector, and continuing to meet the need for human resource development, vocational education will lead the 1990s into an expanded entrepreneurial era.

APPENDICES

APPENDIX A

U.S. DEPARTMENT OF EDUCATION POLICY STATEMENT

UNITED STATES DEPARTMENT OF EDUCATION

POLICY STATEMENT

Entrepreneurship Education

The U.S. Department of Education recognizes the vital role small business plays in our economy. Today, there are approximately 14 million small businesses of which a major portion are one-person or family-owned enterprises. Small businesses which employ one or more persons generate most of the new jobs in the economy. It is well recognized that entrepreneurial activity contributes significantly to economic development and, for many people, provides self-employment satisfactions.

The U.S. Department of Education recognizes the achievements in vocational education which, in various ways, have brought the entrepreneurial experience to many of our youth and have assisted small business owners to initiate, develop, and maintain their business ventures. These achievements provide a foundation for greater clarity of the role of vocational and adult education in bringing entrepreneurship education within the mainstream of education.

Entrepreneurship education takes many forms, depending upon the client group served: (1) young people in school who are considering small business ownership as a career option, and therefore, considered future entrepreneurs; (2) persons who are potential entrepreneurs and are ready to become self-employed; (3) those who are currently operating a small business; and (4) those whose work is or will be associated with the small business sector. For purposes of this policy statement, an entrepreneur is defined as an individual who undertakes self-directed initiatives and assumes personal risks in creating and operating a profit-oriented business.

The scope of entrepreneurship education is essentially multidisciplinary, beginning with the expectation that business owners must be well versed in the basic academic skills. Most of the self-employed base their enterprises around a particular occupational skill, which is often acquired through a vocational education curriculum. Traditional small business management concepts and practices are important components of entrepreneurship education. The development of personal characteristics and the encouragement of entrepreneurial traits are also key elements. It is apparent, then, that entrepreneurship education is delivered through infusion into existing courses and programs as well as separate specialized offerings.

It is the policy of the U.S. Department of Education to encourage the inclusion of entrepreneurship as an integral part of vocational and adult education and to support all endeavors which serve to increase the capacity of vocational and adult education to deliver education for entrepreneurship.

In keeping with this policy, the Office of Vocational and Adult Education will:

1. Give leadership to the development of entrepreneurship education.
2. Encourage the infusion of entrepreneurship concepts, essentially for career consideration, into all instructional programs in vocational and adult education.
3. Advocate the expansion of instructional programs specifically for entrepreneurship, especially at the postsecondary and adult levels of education.
4. Collaborate and cooperate with national associations and federal agencies concerned with the small business environment, including those which provide special assistance to women and minorities.
5. Identify and disseminate information about exemplary practices in entrepreneurship education.
6. Provide the States with suggested strategies for the promotion and implementation of entrepreneurship education.
7. Advocate the concept that the potential for entrepreneurial success is not limited by reason of age, sex, race, handicapping condition, or place of residence, and give special attention to those underrepresented in entrepreneurial fields; namely, women and minorities.
8. Maintain a communications network with various audiences in the public and private sectors in order to advance entrepreneurship education at State and local levels.
9. Document the scope of activities and achievements in entrepreneurship education.

In making entrepreneurship education a focus of concern for vocational and adult education, the U.S. Department of Education believes that the quality and contributions of private enterprise will be enhanced. A new vision for entrepreneurship education, implemented by State and local initiatives, deserves the attention and support of all leaders and practitioners in American education.

Robert M Worthington

T.H. Bell
Secretary of Education

SEP 29 1983

Robert M. Worthington
Assistant Secretary for
Vocational and Adult Education

APPENDIX B

WHITE HOUSE STATEMENTS BY THE PRESIDENT

THE WHITE HOUSE

Office of the Press Secretary

STATEMENT BY THE PRESIDENT

This Administration is committed to the goal of greater opportunity for economic progress and independence for all Americans. We began movement toward this goal last year with enactment of major elements of our Economic Recovery Program. By reducing inflation and stimulating economic growth, this program will promote the kind of economic environment essential to the formation and development of business enterprise. In addition, our economic program will result in increased private savings through incentives provided by tax rate reductions and will slow the growth of government spending. Both actions will expand the pool of financial resources from which business can obtain capital for development.

But these steps are only a beginning. We must maintain the momentum by keeping the tax rate cuts in place and by retaining the tax indexing scheduled to begin in 1985. This indexing will prevent inflation from forcing individuals, including investors, workers and small business owners, into higher and higher tax brackets.

Our Administration, however, has not stopped there. Today, I am announcing additional steps to promote an economic environment in which minority entrepreneurs can better marshal their talents and skills to achieve better lives for themselves and, in so doing, contribute to a stronger economic base for America.

- A healthy, growing economy is fundamental to creating the opportunity for the formation and growth of minority-owned business.
- Greater economic independence for minority Americans will best be achieved through increased opportunities for private employment and business ownership.
- Creativity, private entrepreneurship, and individual initiative will ultimately determine the success or failure of individual minority businesses.
- Expanded involvement of other private firms is crucial to minority enterprise developmental efforts.

The specific steps, which reflect these principles, along with key elements of our economic recovery program, will provide the basis for a renewed and vigorous minority business effort for the 1980s.

The Minority Business Development Agency of the Department of Commerce and the Small Business Administration will assist directly in the formation of at least 60,000 new minority businesses over the next ten years.

During the same period, this Administration will assist in the expansion of at least 60,000 minority businesses or 10 percent of the approximately 600,000 new minority businesses that already operate in America today. We will place particular emphasis on labor intensive businesses and those in industries with high growth potential.

The Federal government will procure an estimated $15 billion in goods and services from minority businesses during the three-year period comprising Fiscal Years 1983, 1984, and 1985, based upon our current overall procurement plans. Actual procurement objectives will be set on an annual basis and will be based upon this Administration's objective on increasing the share of total procurement supplied by minority businesses. This does not include minority business procurement by recipients of Federal grants and cooperative agreements, which could amount to an additional $6 to $7 billion during this three-year period.

We will make available approximately $1.5 billion in credit assistance and $300 million in management and technical assistance to promote minority business development during this same three-year period.

To expand minority enterprise participation in Federal government subcontracts, I am directing department and agency heads to develop and implement incentive techniques that will encourage greater minority business subcontracting by Federal prime contractors.

To continue full minority business participation in procurement resulting from government grants and cooperative agreements, I am directing the major Federal grant-making agencies to encourage their grantees to achieve a reasonable minority business participation in contracts let from their grants and agreements. This will be done in a manner consistent with the Administration's commitment to the principles of federalism.

In order to spur private sector involvement in minority business development, I will ask the business leaders of this country to work with me to encourage private firms to expand their business transactions with minority enterprises.

I am asking the Vice President's Task Force on Regulatory Reform to explore opportunities for reducing regulatory and other barriers to small and minority business expansion, and for promoting meaningful entry into the international trade arena.

In order to ensure the success of these Federal initiatives, I will be issuing a new Executive Order on Minority Business Development which reaffirms the Federal commitment. It will prescribe specific policies and actions to be taken in these programs and direct the Interagency Council for Minority Business to establish uniform guidelines for all Federal minority business efforts. It will also direct the Cabinet Council on Commerce and Trade to submit an annual plan specifying minority-enterprise-development objectives for each agency.

The Minority Business Development Agency has established a national network of Minority Business Development Centers which, in concert with existing SBA Small Business Development Centers, will provide management and technical assistance to minority firms and promote increased participation of private firms and other public sector resources.

I am directing Federal contracting agencies to increase minority business procurement objectives for 1983 by at least 10 percent over actual procurement in 1982. In addition, we are taking measures designed to expand the number of minority firms participating in Federal procurement programs.

And beginning next year, I will designate annually the first full week in October as Minority Enterprise Development Week.

Together, our policies and programs for minority business development should set the stage for the expanded development of minority business. But most important are the steps to be taken by minority entrepreneurs themselves and other private concerns. Recognizing that the realization of the American Dream is ultimately achieved in the private marketplace, we can, through a greater commitment to public and private cooperation, help minority Americans to achieve fuller participation in the market economy.

Ronald Reagan

December 17, 1982

EXECUTIVE ORDER
12432

MINORITY BUSINESS ENTERPRISE DEVELOPMENT

By virtue of the authority vested in me as President by the Constitution and laws of the United States of America, including Section 205(a) of the Federal Property and Administrative Services Act of 1949 (40 U.S.C. 486(a)), in order to provide guidance and oversight for programs for the development of minority business enterprise pursuant to my statement of December 17, 1982 concerning Minority Business Development; and to implement the commitment of the Federal government to the goal of encouraging greater economic opportunity for minority entrepreneurs, it is hereby ordered as follows:

Section 1. *Minority Business Development Plans.* (a) Minority business enterprise development plans shall be developed by each Federal agency having substantial procurement or grantmaking authority. Such agencies shall submit these plans to the Cabinet Council on Commerce and Trade on an annual basis.

(b) These annual plans shall establish minority enterprise development objectives for the participating agencies and methods for encouraging both prime contractors and grantees to utilize minority business enterprises. The plans shall, to the extent possible, build upon the programs administered by the Minority Business Development Agency and the Small Business Administration, including the goals established pursuant to Public Law 95-507.

(c) The Secretary of Commerce and the Administrator of the Small Business Administration, in consultation with the Cabinet Council on Commerce and Trade, shall establish uniform guidelines for all Federal agencies to be utilized in establishing the minority business programs set forth in Section 2 of this Order.

(d) The participating agencies shall furnish an annual report regarding the implementation of their programs in such form as the Cabinet Council on Commerce and Trade may request, and at such time as the Secretary of Commerce shall designate.

(e) The Secretary of Commerce shall provide an annual report to the President, through the Cabinet Council on Commerce and Trade, on activities under this Order and agency implementation of minority business development programs.

Sec. 2. *Minority Business Development Responsibilities of Federal Agencies.* (a) To the extent permitted by law and consistent with its primary mission, each Federal agency which is required to develop a minority business development plan under Section 1 of this Order shall, to accomplish the objectives set forth in its plan, establish programs concerning provision of direct assistance, procurement assistance, and management and technical assistance to minority business enterprises.

(b) Each Federal agency shall, to the extent permitted by law and consistent with its primary mission, establish minority business development programs, consistent with Section 211 of Public Law 95-507, to develop and implement incentive techniques to encourage greater minority business subcontracting by Federal prime contractors.

(c) Each Federal agency shall encourage recipients of Federal grants and cooperative agreements to achieve a reasonable minority business participation in contracts let as a result of its grants and agreements. In cases where State and local governments are the recipients, such encouragement shall be consistent with principles of federalism.

(d) Each Federal agency shall provide the Cabinet Council on Commerce and Trade such information as it shall request from time to time concerning the agency's progress in implementing these programs.

Ronald Reagan

THE WHITE HOUSE,
July 14, 1983.

For the first time in history, a national celebration was held in recognition of the outstanding accomplishments and contributions of the Nation's 600,000 minority-owned businesses.

On August 11, 1983, President Ronald Reagan signed a special proclamation designating October 2-8 "Minority Enterprise Development Week."

During the week, federal, state and local government officials across the country honor minority entrepreneurs who have achieved success in the business community. Major corporations also join in recognizing the accomplishments of the private sector to increase opportunities for minority-owned businesses.

The President's proclamation sets the tone and develops an atmosphere for the annual observance of the historic Minority Enterprise Development Week.

Minority Enterprise Development Week
1983

By the President of the United States of America

A Proclamation

The entrepreneurial spirit underlies our free enterprise system and is one of the principal sources of America's strength.

Ownership of one's own business is an aspiration held by many Americans. Minority Americans share fully in this aspiration. The success of minority business enterprise demonstrates that hard work and individual determination can serve as a powerful engine for social mobility and economic progress.

As a Nation, we are indebted to minority entrepreneurs for their contributions to our economic well-being. They bring innovative products and services to the marketplace, create jobs, and provide training to thousands of workers.

Our challenge today is to enhance the ability of minority Americans to participate more fully in the market economy and to achieve greater economic independence.

In my December 17, 1982, statement, I promised to designate the first full week in October each year to honor the many valuable contributions minority businessmen and businesswomen make to our society.

NOW, THEREFORE, I, RONALD REAGAN, President of the United States of America, do hereby proclaim the week of October 2 through October 8, 1983, as Minority Enterprise Development Week, and I call upon all Americans to join together with minority business enterprises across the country in appropriate observances.

IN WITNESS WHEREOF, I have hereunto set my hand this 11th day of August, in the year of our Lord nineteen hundred and eighty-three, and of the Independence of the United States of America the two hundred and eighth.

Ronald Reagan

U.S. DEPARTMENT OF COMMERCE
Minority Business Development Agency

October 1983

APPENDIX C

DEFINITION OF TERMS

Agencies refer to all agencies, organizations and groups, public and private, with special interests in entrepreneurship education and training.

A **Change Agent** is a person or entity that recognizes a solution to a problem and pulls together the necessary resources to solve the problem. He or she acts as a catalyst, identifies and recognizes the less desirable condition, identifies the more desirable condition, and mobilizes the challenge to move toward the more desirable condition.

Collaboration is the ultimate goal for the Agenda for Action that involves specific outcomes agreed to by those who are committed to cooperation, have reached consensus on the coordination of resources for solution of the problem, and are establishing specific programs to move toward the desirable condition.

Commitment is the process undertaken by the key actors who control the resources (human, material, institutional, financial) and are identified by the change agent as necessary to move from a less desirable to a more desirable condition.

Communications is the underlying component in all processes that is essential to the feedback mechanism that ensures that the system is synergetic.

Consensus is the development of team building that involves obtaining agreement from key individuals who are committed to cooperate to move toward the more desirable condition.

Cooperation is the process of informal networking that results from communications between groups regarding needs for their individual activities and solutions that are formed through independent action in the networking process.

Coordination is the process of organizing the key actors to be a self-supporting team that plans actions that will mobilize the resources to solve the problem.

Economic development refers to a set of planned interventions within the normal economic process designed to improve the quality of life in a State or community (Paul and Carlos, 1981).

An **Entrepreneur** is an individual who undertakes self-directed initiatives and assumes personal risks in creating and operating a profit-oriented business (USED-OVAE, 1982).

Entrepreneurship education is a program that prepares individuals to undertake the formation and operation of small business enterprises (including franchise operations) for the purpose of performing all business functions relating to a product or service, with emphasis given to the social responsibilities, legal requirements, and risks for the sake of profit involved in the conduct of a private enterprise.

Infusing entrepreneurship education in vocational education refers to delivering entrepreneurial training (1) as a separate program in a high school, (2) as part of an existing occupational program, and/or (3) as a part-time program for adults.

Resources are people, things, and intangibles (time, skill, service, and so forth) that can be used to improve linkages or training services to meet the needs of clients (Paul & Carlos 1981).

Small business refers to a business that (1) is independently owned and operated, (2) is not dominant in its field, and (3) that meets the criteria outlined by the small business administration (Davis and Zelinko 1982).

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